

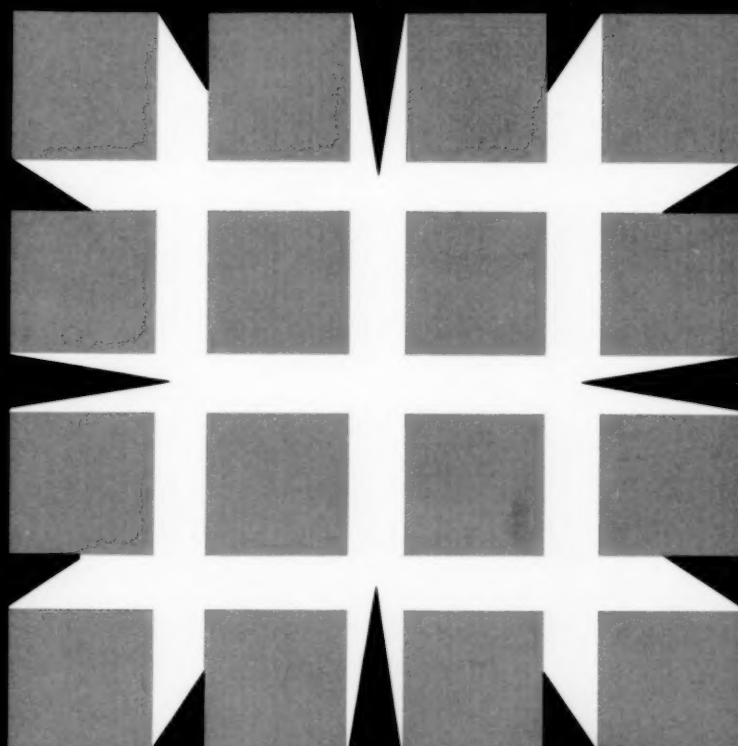
FEBRUARY 1992

VOLUME 27/NUMBER 2

RIIE

RESOURCES IN EDUCATION

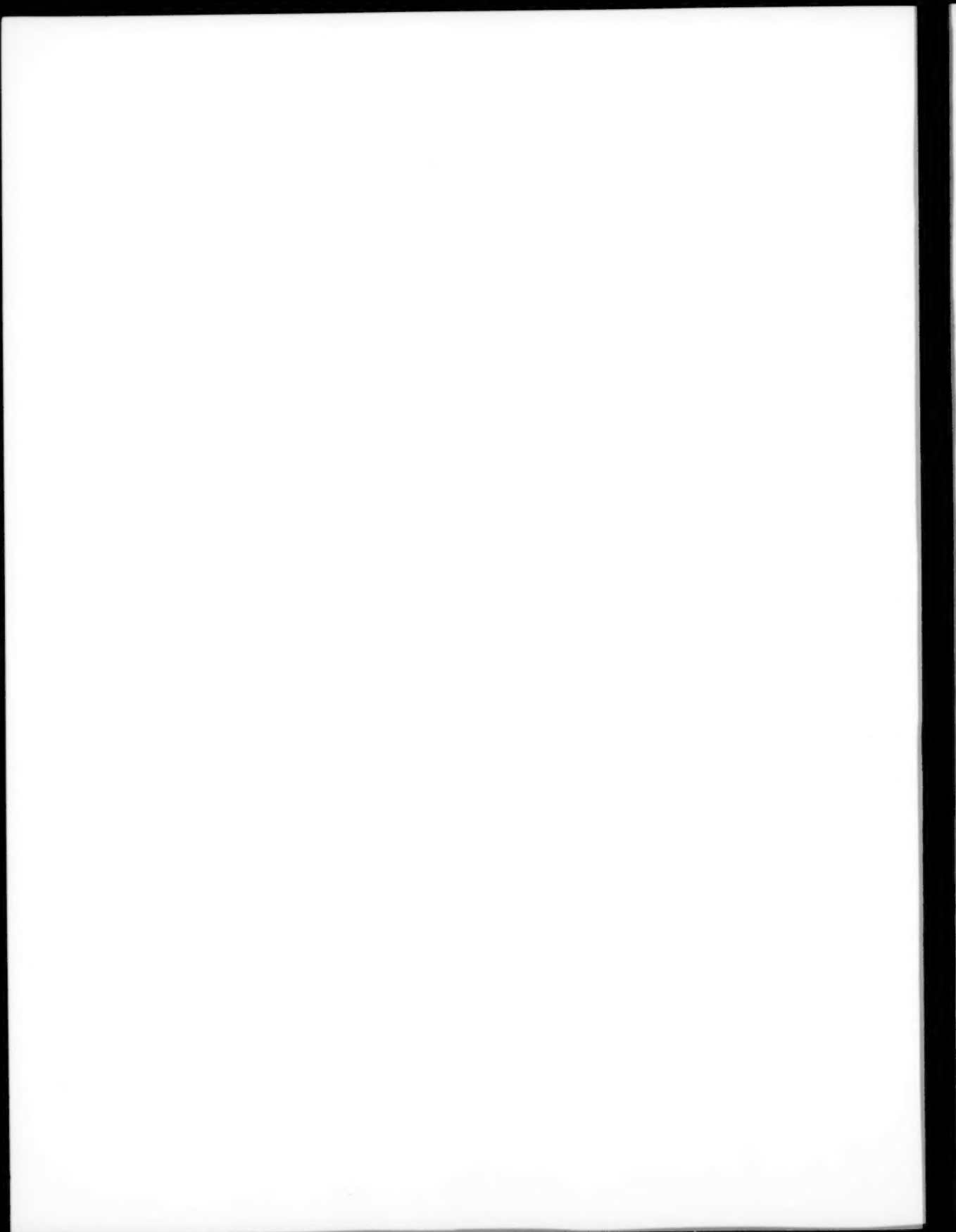
ED 336 495 — 337 570

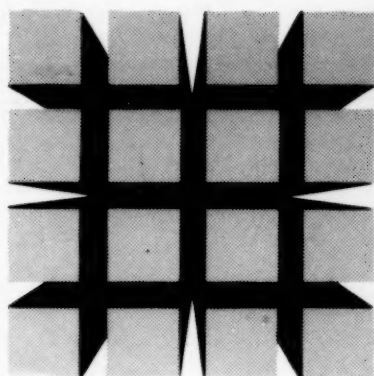


EDUCATIONAL RESOURCES

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RIE

RESOURCES IN EDUCATION

ED 336 495 — 337 570

February 1992

Volume 27/Number 2

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EDUCATIONAL RESOURCES



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Resources in Education (RIE) is processed for printing by ARC Professional Services Group, under contract with the U.S. Department of Education, Office of Educational Research and Improvement (OERI), and is published monthly by the U.S. Government Printing Office (GPO) with printing funds approved by the Office of Management and Budget. The contents of *RIE* do not necessarily reflect official OERI policy.

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Selected Acronyms

CH	— Clearinghouse
CIJE	— <i>Current Index to Journals in Education</i>
Comp.	— Compiler
DHEW	— Department of Health, Education, and Welfare
Ed.	— Editor
ED	— Accession Number Prefix (ERIC Document)
	— Department of Education
EDRS	— ERIC Document Reproduction Service
EJ	— Accession Number Prefix (ERIC Journal Article)
ERIC	— Educational Resources Information Center
GPO	— Government Printing Office
MF	— Microfiche
NIE	— National Institute of Education
OE	— Office of Education
OERI	— Office of Educational Research and Improvement
PC	— Paper Copy
RIE	— <i>Resources in Education</i>
SN	— Scope Note
UF	— Used For

Library of Congress Cataloging in Publication

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(Continued on next card)

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Resources in education ... (Card 2)

Indexes:

Cumulative indexes published semiannually; 1980- one semiannual index issued for Jan.-June.

Continues: Research in education.

Supt. of Docs. no.: HE 19.210; ED 1.310:

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1DNLM: 1. Education—abstracts. 2. Education—indexes. 3. Research Support—directories. Z 5811 R432j

Z5813.R4

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75-644211

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AACR 2 MARC-S

Library of Congress

76t8805r83jrev2

Introduction

RESOURCES IN EDUCATION (RIE) — A monthly abstract journal announcing recent report literature related to the field of education, permitting the early identification and acquisition of reports of interest to the educational community.

Sponsor: Educational Resources Information Center (ERIC)
Office of Educational Research and Improvement (OERI)
U.S. Department of Education
Washington, D.C. 20208-5720

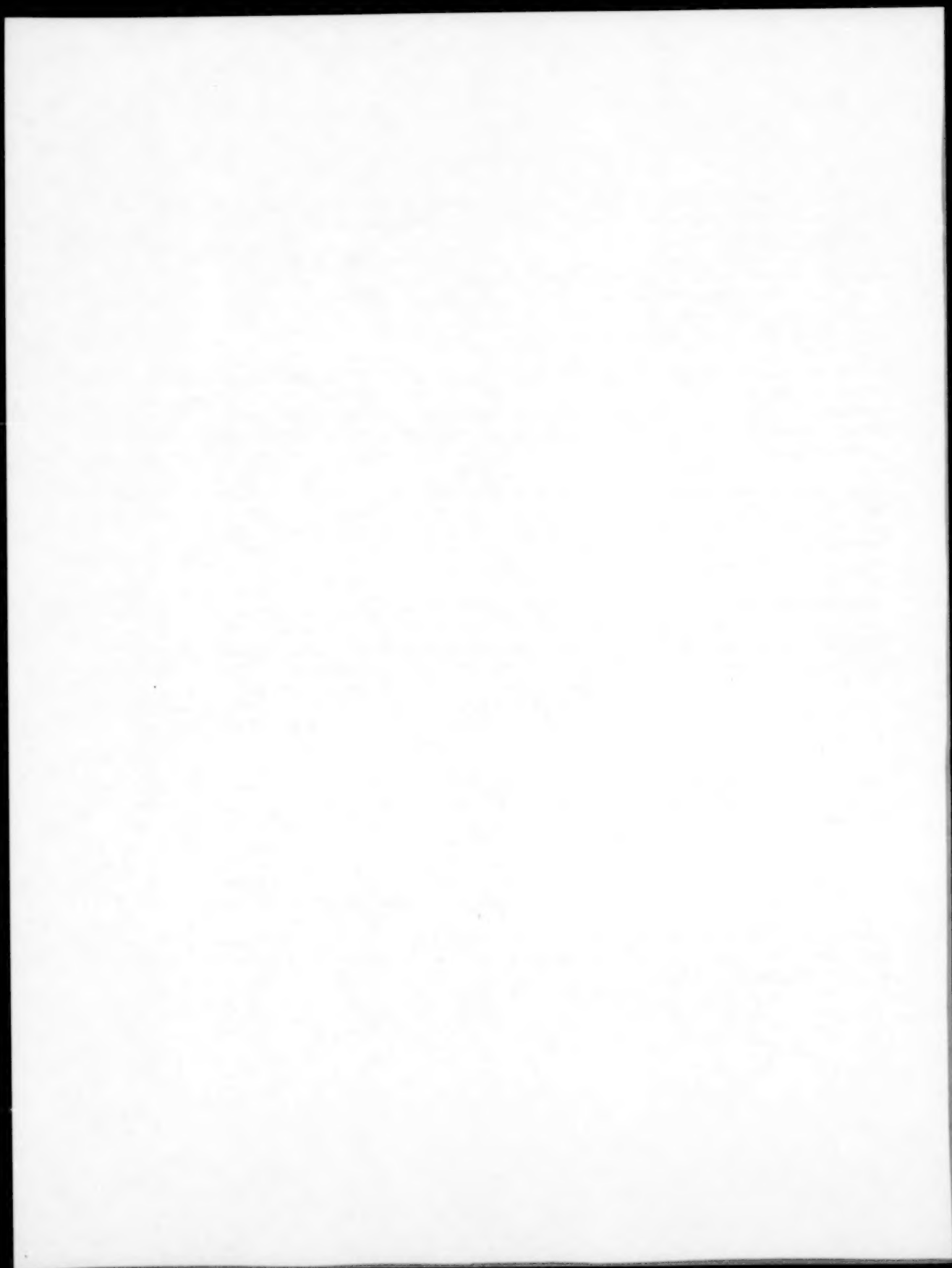
ERIC is a nationwide information network for acquiring, selecting, abstracting, indexing, storing, retrieving, and disseminating significant and timely education-related reports. It consists of a coordinating staff in Washington, D.C. and 16 clearinghouses located at universities or with professional organizations across the country. These clearinghouses, each responsible for a particular educational area, are an integral part of the ERIC system. The clearinghouses are listed on the inside back cover.

Organization of Journal: *Resources in Education* is made up of resumes and indexes. The resumes provide descriptions of each document and abstracts of their content. Resumes appear in a "Document Section" and are numbered sequentially by an accession number beginning with the prefix ED (ERIC Document). The indexes appear in an "Index Section" and provide access to the Resumes by Subject, Personal Author, Institution, and Publication Type.

Availability of Documents: The documents cited in *Resources in Education*, except as noted, are available from the ERIC Document Reproduction Service (EDRS), in both microfiche (MF) and paper copy (PC), or microfiche only. Availability in microfiche only may be determined by the source, for proprietary or copyright reasons, or by ERIC for reasons related to legibility and reproducibility. The price per document is based on the number of pages and is subject to change over time. An ERIC Price Code Schedule permits the user to convert all price codes to actual dollar amounts. Current price information for documents, microfiche, and subscriptions to microfiche collections is to be found in the section entitled "How to Order ERIC Documents" in the most recent issue of RIE.

How to Submit Documents to ERIC: If you have documents that you would like to have considered for announcement in *Resources in Education* (RIE), you should send clean, legible copies (in duplicate, if possible) to the ERIC Processing and Reference Facility, 1301 Piccard Drive, Suite 300, Rockville, MD 20850-4305. A reproduction release, giving ERIC permission to reproduce in paper copy and microfiche (or microfiche only), and signed by the author or official representative of the source institution, is requested for all documents selected for inclusion in RIE. Standard reproduction release forms may be obtained from the ERIC Facility (a sample appears at the back of this issue of RIE).

How To Order RIE: The U.S. Government Printing Office (GPO) prints RIE and functions as subscription agent. Detailed subscription information appears on the page in the back of RIE entitled "How to Order *Resources in Education*."



ERIC Clearinghouse Publications

This page highlights publications announced in this issue of *Resources in Education* which were created by the ERIC Clearinghouses and which have been selected as having special significance for educators. For each brief citation appearing here, there is a full abstract appearing under the same ED number in the pages of the issues.

In addition to collecting the literature of education for announcement in *Resources in Education* and *Current Index to Journals in Education*, the ERIC Clearinghouses analyze and synthesize the literature in a number of different formats designed to compress the vast amount of information available and to meet the varying needs of ERIC users. These formats include research reviews, state-of-the-art studies, interpretive studies on topics of high current interest, research briefs, annotated bibliographies, and compilations. While some publications are comprehensive reviews designed for those who are interested in pursuing a subject in depth, others are brief analyses designed for the busy practitioner whose time for staying abreast of new developments in education is limited.

ERIC publications are published either by the ERIC Clearinghouses responsible for producing them or through cooperative arrangements with other organizations. Copies are usually available directly from the responsible Clearinghouse or from the source listed in the citation. In addition, the publications announced in *Resources in Education* are contained in all ERIC microfiche collections, and are available in paper copy and/or microfiche from the ERIC Document Reproduction Service (EDRS), 7420 Fullerton Road, Suite 110, Springfield, Virginia 22153-2852; Telephone: 1-800-443-ERIC (3742).

ED 337 203

IR 053 808

Marchionini, Gary

Psychological Dimensions of User-Computer Interfaces. ERIC Digest.

ERIC Clearinghouse on Information Resources, Syracuse, N.Y.; 4p.

EDRS Price - MF01/PC01 Plus Postage.

Alternate Availability—ERIC Clearinghouse on Information Resources, 030 Huntington Hall, Syracuse University, Syracuse, NY 13244-2340 (free while supply lasts).



DOCUMENT SECTION

SAMPLE DOCUMENT RESUME

ERIC Accession Number—identification number sequentially assigned to documents as they are processed.

Author(s).

Title.

Organization where document originated.

Date Published.

Contract or Grant Number.

Alternate source for obtaining document.

Language of Document—documents written entirely in English are not designated, although "English" is carried in their computerized records.

Publication Type—broad categories indicating the form or organization of the document, as contrasted to its subject matter. The category name is followed by the category code.

ERIC Document Reproduction Service (EDRS) Availability—"MF" means microfiche; "PC" means reproduced paper copy. When described as "Document Not Available from EDRS," alternate sources are cited above. Prices are subject to change; for latest price code schedule see section on "How to Order ERIC Documents," in the most recent issue of RIE.

ED 654 321

Smith, John D. Johnson, Jane

Career Planning for Women.

Central Univ., Chicago, IL.

Spons Agency — Office of Educational Research and Improvement (ED), Washington, DC.

Report No. — CU-2081-S

Pub Date — May 83

Contract— NIE-C-83-0001

Note — 129p.; Paper presented at the National Conference on Career Education (3rd, Chicago, IL, May 15-17, 1983).

Available from—Campus Bookstore, 123 College Ave., Chicago, IL 60690 (\$3.25).

Language—English, French

Pub Type—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC06 Plus Postage.

Descriptors — Career Guidance,*Career Planning, Careers, *Demand Occupations, *Employed Women, *Employment Opportunities, Females, Labor Force, Labor Market, *Labor Needs, Occupational Aspiration, Occupations

Identifiers — Consortium of States, *National Occupational Competency Testing Institute

Women's opportunities for employment will be directly related to their level of skill and experience and also to the labor market demands through the remainder of the decade. The number of workers needed for all major occupational categories is expected to increase by about one-fifth between 1980 and 1990, but the growth rate will vary by occupational group. Professional and technical workers are expected to have the highest predicted rate (39 percent), followed by service workers (35 percent), clerical workers (26 percent), sales workers (24 percent), craft workers and supervisors (20 percent), managers and administrators (15 percent), and operatives (11 percent). This publication contains a brief discussion and employment information concerning occupations for professional and technical workers, managers and administrators, skilled trades, sales workers, clerical workers, and service workers. In order for women to take advantage of increased labor market demands, employer attitudes toward working women need to change and women must: (1) receive better career planning and counseling, (2) change their career aspirations, and (3) fully utilize the sources of legal protection and assistance that are available to them. (SB)

CE 123 456

Clearinghouse Accession Number.

Sponsoring Agency—agency responsible for initiating, funding, and managing the research project.

Report Number—assigned by originator.

Descriptive Note (pagination first).

Descriptors—subject terms found in the *Thesaurus of ERIC Descriptors* that characterize substantive content. Only the major terms, preceded by an asterisk, are printed in the subject index.

Identifiers—additional identifying terms not found in the *Thesaurus*. Only the major terms, preceded by an asterisk, are printed in the subject index.

Informative Abstract.

Abstractor's Initials.

Document Resumes

The document resumes in this section are arranged in numerical order by ED number, and also alphabetically by Clearinghouse prefix and Clearinghouse accession number.

As explained in the Introduction, each Clearinghouse focuses on a specific aspect of education. The reader who is interested in one of these major aspects (e.g., Reading) may, however, find pertinent resumes among the entries of virtually any Clearinghouse, dependent on the orientation of the document. For this reason, it is important to consult the Subject Index if a comprehensive search is desired.

The following is a list of Clearinghouse prefixes and names used in this Section, together with the page on which each Clearinghouse's entries begin:

	Page		Page
AA — ERIC Processing and Reference Facility	1	JC — Junior Colleges	115
CE — Adult, Career, and Vocational Education	1	PS — Elementary and Early Childhood Education	122
CG — Counseling and Personnel Services	27	RC — Rural Education and Small Schools	131
CS — Reading and Communication Skills	37	SE — Science, Mathematics, and Environmental Education	139
EA — Educational Management	52	SO — Social Studies/Social Science Education	142
EC — Handicapped and Gifted Children	62	SP — Teacher Education	149
FL — Languages and Linguistics	71	TM — Tests, Measurement, and Evaluation	157
HE — Higher Education	91	UD — Urban Education	165
IR — Information Resources	102		

AA

ED 336 495 AA 001 217

Resources in Education (RIE), Volume 27, Number 2.

ARC Professional Services Group, Rockville, MD. Information Systems Div.; Educational Resources Information Center (ED), Washington, DC; ERIC Processing and Reference Facility, Rockville, MD.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC. Report No.—ISSN-0098-0897

Pub Date—Feb 92

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402. On annual subscription, \$94.00 (Domestic), \$117.50 (Foreign).

Pub Type—Reference Materials - Bibliographies (131) — Collected Works - Serials (022)

EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.

Descriptors—*Abstracts, Catalogs, Education, *Educational Resources, *Indexes, Resource Materials

Identifiers—*Resources in Education

Resources in Education (RIE) is a monthly abstract journal that announces (catalogs, indexes, abstracts) documents of interest to the educational community (including researchers, teachers, students, school board members, school administrators, counselors, etc.). Each issue announces approximately 1,100 documents and provides indexes by Subject, Personal Author, Institution, Publication Type, and ERIC Clearinghouse Number. This special Computer Output Microfiche (COM) edition is prepared directly from the ERIC magnetic tape database prior to publication of the printed journal and therefore is lacking the cover and other regular introductory and advertising matter contained in the printed journal. The COM edition contains only the first three of the five indexes in the printed edition. The first accession in each issue of RIE is the issue itself. In this way, the monthly microfiche collection for each issue is immediately preceded by a microfiche index to that collection. This practice began with the RIE issue for May 1979. (CRW/WTB)

CE

ED 336 496 CE 057 303

Allen, W. Clayton
What Should a Model Technology Education Program Look Like? How Have Successful Programs
R1E FEB 1992

Models in Secondary School Technology Education Been Implemented?

Pub Date—Nov 90

Note—32p; Paper presented at the Mississippi Valley Industrial Teacher Education Conference (77th, St. Louis, MO, November 8-9, 1990).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Curriculum Development, *Program Implementation, Secondary Education, *State Curriculum Guides, State Programs, *Technological Advancement, *Technological Literacy, Technology

Identifiers—*Technology Education, *Texas

The Texas technology education curriculum model was developed in a group effort spread over 20 years. The curriculum development team, which included representatives of the state education department, industrial arts teachers, and foundation representatives, set program standards, updated the curriculum by integrating a technological approach, developed course titles and course descriptions, and developed a curriculum that reflects current and future technological needs. A major feature of the new curriculum is that it organizes courses around three technology clusters: visual communication, energy/power, and production. The curriculum covers grades 7-12 and is called "Industrial Technology Education." The primary focus of the program is to develop students' abilities to solve problems and to be technologically literate. All courses are activity based and taught in technology laboratories designed to enhance development. The curriculum provides for application and integration of basic academic skills and the three domains of learning (cognitive, affective, and psychomotor). Implementation of the curriculum was carefully planned and monitored for compliance. Recommendations for curriculum development can be drawn from the Texas experience. (Appendixes include transparency masters detailing the curriculum development experience. There are 12 references.) (KC)

ED 336 497 CE 058 617

Strategies for Students with Special Needs.

Missouri Univ., Columbia. Missouri LINC.

Pub Date—91

Note—29p; For other titles in this series, see CE 058 618-623.

Available from—Missouri LINC, 401 East Stewart Road, Columbia, MO 65211.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Basic Skills, Cognitive Development, Daily Living Skills, *Educational Strategies, Interdisciplinary Approach, *Learning Modules, Learning Motivation, *Learning Strategies, Meta-

cognition, Mnemonics, Modeling (Psychology), Reading Skills, Secondary Education, *Special Needs Students, Study Guides, Study Skills, Thinking Skills

Identifiers—SQ3R Study Formula

This Missouri Vocational Instructional Management System module offers a description of both instructional and cognitive strategies for special needs students and suggestions for their use in a variety of classrooms. Fourteen definitions, 13 frequently asked questions, 5 resources, and 21 references are included. The following questions are answered: What is a strategy? What learner characteristics indicate that a student needs to acquire strategies for learning and utilizing strategies to learn? How can strategy usage be evaluated? How can metacognition promote motivation? How can the teacher help students learn strategies? What strategies might be taught in classrooms? What are some examples of instructional strategies and cognitive strategies? Why should I teach strategies? How often do I need to use instructional or cognitive strategies? How can I determine if the strategies are effective? Where can I get more information about both types of strategies? (four sources are listed). The following resources are included: (1) sample strategy evaluation; (2) bridging comparison lesson; (3) sample worksheet for Survey, Question, Read, Recite, and Review (SQ3R); (4) mapping; and (5) math word problems using HEART (How much do I know? Establish purpose, Ask questions, Record steps, Test yourself). (NLA)

ED 336 498 CE 058 618

Strategies for Learners with Special Needs in

Automobile Mechanics.

Missouri Univ., Columbia. Missouri LINC.

Pub Date—91

Note—12p; For other titles in this series, see CE 058 617-623.

Available from—Missouri LINC, 401 East Stewart Road, Columbia, MO 65211.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Auto Mechanics, Cognitive Mapping, *Competency Based Education, *Educational Strategies, Individualized Instruction, Instructional Materials, *Learning Strategies, Modeling (Psychology), Pacing, Secondary Education, Self Evaluation (Individuals), Small Engine Mechanics, *Special Needs Students, Study Guides, Thinking Skills

This Vocational Instructional Management System (VIMS) module illustrates instructional and cognitive strategies that can be used to teach and learn vocational competencies in automobile mechanics. Seven definitions, seven frequently asked questions, and nine references are included. The following questions are answered: Is it important to

2 Document Resumes

teach strategies? What is an example of an instructional strategy that could be used for an ignition system competency? What learning strategy can be used for this competency? How can mapping be used as an instructional and cognitive strategy? How can an advance organizer teach the VIMS competencies on engine repair? How can students use self-monitoring for this competency? And Where can I get more automobile mechanics materials? (Four sources are listed.) (NLA)

ED 336 499 CE 058 619 Strategies for Learners with Special Needs in Building Trades.

Missouri Univ., Columbia. Missouri LINC.
Pub Date—91.
Note—25p.; For other titles in this series, see CE 058 617-623.

Available from—Missouri LINC, 401 East Stewart Road, Columbia, MO 65211.

Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Basic Skills, *Building Trades, Cognitive Mapping, *Competency Based Education, *Educational Strategies, Instructional Materials, *Learning Strategies, Mathematics Skills, Measurement Equipment, Measurement Techniques, Reading Comprehension, Secondary Education, *Special Needs Students, Study Guides, Thinking Skills

Identifiers—Paraphrase, Reciprocal Teaching

This Vocational Instructional Management System module provides information regarding instructional/teaching strategies and cognitive/learning strategies as well as other information for successful learning to assist Missouri building trades teachers and special needs students in confronting building trades competencies with a strategic plan. Ten definitions, 11 frequently asked questions, 2 resources, and 5 references are included. The following questions are answered: What types of strategies might be used? Why should I teach strategies? Who needs to be taught strategies? How often do I need to use strategies? How do I include instructional strategies in my daily lessons? What strategies can both students and teachers use? How does paraphrasing work as a learning strategy? What strategies will help with reading comprehension? What is reciprocal teaching? How can I teach students tools of measurement? And What are some additional materials that I can use with my class to teach building trades? (three sources are listed). The following resources are included: (1) sample study guide; and (2) bridging example. (NLA)

ED 336 500 CE 058 620 Strategies for Learners with Special Needs in Business and Office Technology.

Missouri Univ., Columbia. Missouri LINC.
Pub Date—91.
Note—19p.; For other titles in this series, see CE 058 617-623.

Available from—Missouri LINC, 401 East Stewart Road, Columbia, MO 65211.

Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Business Education, Competency Based Education, *Educational Strategies, Instructional Materials, Job Placement, *Job Search Methods, Learning Motivation, *Learning Strategies, Listening Skills, Mnemonics, Modeling (Psychology), Reading Skills, Role Playing, Secondary Education, *Special Needs Students, Speech Skills, Study Guides, Thinking Skills, *Writing Skills

This Vocational Instructional Management System (VIMS) module offers instructional and cognitive strategies used by special needs students to gain academic and vocational competency in business and office technology. Nine definitions, 14 frequently asked questions, 3 resources, and 18 references are included. The following questions are answered: Why is learning about strategies useful? What strategies might be used? Why are instructional and cognitive strategies important? What instructional and cognitive strategies could students use for mastering competencies in written communication skills? What strategies can assess the appearance of a paper? What strategies can revise a paper? What strategy might locate local sources of occupational information for student job seekers? How can this strategy be implemented in the classroom? What strategy prepares students for presentation of new concepts? How can students gain information about business careers? What cognitive strategy could help students in job seeking? What

cognitive strategy integrates the process of reading, writing, speaking, and listening? And What additional resources could students use in business education? (six sources are listed). The following resources are included: (1) VIMS competencies corresponding to this module; (2) questioning strategy; and (3) careers in business and office technology. (NLA)

ED 336 501 CE 058 621 Strategies for Learners with Special Needs in Health Occupations.

Missouri Univ., Columbia. Missouri LINC.
Pub Date—91.
Note—11p.; For other titles in this series, see CE 058 617-623.

Available from—Missouri LINC, 401 East Stewart Road, Columbia, MO 65211.

Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Competency Based Education, *Educational Strategies, *Health Occupations, *Heart Rate, Instructional Materials, *Learning Strategies, Mathematics Skills, Measurement Techniques, Metric System, Secondary Education, *Special Needs Students, Thinking Skills

This Vocational Instructional Management System (VIMS) module illustrates instructional and cognitive strategies that can be used to teach special needs students vocational competencies in three areas of health occupations: (1) identification of pulse sites; (2) taking a radial pulse; and (3) converting ounces to cubic centimeters (cc). Three definitions, 11 frequently asked questions, 1 example, and 7 references are included. The following questions are answered: What is the difference between instructional and cognitive learning strategies? Why should I use cognitive or learning strategies? Who needs to learn cognitive strategies? What instructional strategy could be used for teaching identification of pulse site? What cognitive strategy could be used for learning pulse sites? What instructional and cognitive strategy could be used to teach students how to check a radial pulse with the patient lying in bed? What cognitive strategy teaches the competency of converting ounces to cc's? And Where can I get more information about both strategies? (Four sources are listed.) An example illustrating sites for taking a pulse is included. (NLA)

ED 336 502 CE 058 622 Strategies for Learners with Special Needs in Marketing and Distributive Education.

Missouri Univ., Columbia. Missouri LINC.
Pub Date—91.
Note—15p.; For other titles in this series, see CE 058 617-623.

Available from—Missouri LINC, 401 East Stewart Road, Columbia, MO 65211.

Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Business Skills, Cognitive Style, Communication Skills, *Competency Based Education, *Distributive Education, Economics, *Educational Strategies, Instructional Materials, Learning Readiness, *Learning Strategies, *Marketing, Merchandising, Secondary Education, Social Behavior, *Special Needs Students, Thinking Skills

This Vocational Instructional Management System (VIMS) module addresses general information related to the instructional/teaching strategies and cognitive/learning strategies for special needs students in marketing and distributive education. In addition, specific strategies are suggested as they relate to Access Skills objectives for some of the marketing competencies. Seven definitions, 16 frequently asked questions, and 11 references are included. The following questions are answered: What are examples of cognitive strategies? Why should I teach strategies? Who needs to be taught strategies? How often do I need to use instructional strategies? How do I include instructional strategies in my lessons? How can I teach cognitive strategies to special needs students? What instructional strategy could be used for a communication competency? What instructional strategy could be used to demonstrate acceptable social behaviors? What instructional and cognitive skill teaches the identification of selling procedures and sales promotion? What cognitive strategy might be used with this competency? What instructional strategy could be used for an economics and marketing competency? What learning strategy might be used with this competency? What instructional strategy could be used for a communication competency? What learning strategy might

be used with this competency? And Where can I get more information about materials? (Four sources are listed.) (NLA)

ED 336 503 CE 058 623 Strategies for Learners with Special Needs in Vocational Agriculture.

Missouri Univ., Columbia. Missouri LINC.
Pub Date—91.
Note—17p.; For other titles in this series, see CE 058 617-622.

Available from—Missouri LINC, 401 East Stewart Road, Columbia, MO 65211.

Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Agricultural Education, Cognitive Mapping, *Cognitive Style, *Competency Based Education, Comprehension, *Educational Strategies, Instructional Materials, *Learning Strategies, Modeling (Psychology), Secondary Education, *Special Needs Students, Thinking Skills, Vocational Education

Identifiers—Paraphrase

Information is provided regarding instructional teaching strategies and cognitive/learning strategies as well as other information important for successful learning. This module will aid vocational agriculture teachers and special needs students in confronting new situations with a strategic plan. Four definitions, 11 frequently asked questions, and 16 references are included. The following questions are answered: What is a strategy? What types of strategies might be used? What is a learning style? How will learning styles affect instructional strategies? Who needs to be taught strategies? Why should I teach strategies? How often should I use strategies? What are some examples? How do I include strategies in my daily life? How can I teach effective strategies to students with or without special needs? And How can I use strategies for vocational agriculture? (NLA)

ED 336 504 CE 058 657 Agriculture Management. The Connecticut Vocational Agriculture Curriculum.

EASTCONN Regional Educational Services Center, North Windham, CT.
Spons Agency—Connecticut State Dept. of Education, Middletown. Div. of Vocational, Technical and Adult Education.

Pub Date—May 90
Note—186p.

Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC08 Plus Postage.

Descriptors—Advertising, *Agriculture, *Agricultural Education, Agricultural Engineering, Animal Husbandry, *Business Administration, Competency Based Education, Computers, Distributive Education, Free Enterprise System, High Schools, Human Relations, International Relations, Money Management, Natural Resources, Plants (Botany), Salesmanship, Speech Skills, *Vocational Education, Writing Skills

Identifiers—Aquaculture, Connecticut

These materials in agriculture management for the Connecticut Vocational Agriculture Curriculum were designed for use in the following areas: Animal Science; Plant Science; Agricultural Mechanics; and Natural Resources and Aquaculture. Each unit of this competency-based guide contains title of unit, unit length, grade level, objectives, teacher activities, student activities, evaluation procedures, outline of relationship and application to other units, resources, bibliography, and a form for individual teacher unit review. The 10 units of instruction are as follows: (1) starting and establishing your own business; (2) principles of agribusiness; (3) money management; (4) human relations in agribusiness; (5) written and oral communication; (6) sales and selling in agriculture; (7) advertising agricultural products and services; (8) agribusiness retail procedures; (9) computers in agriculture; and (10) agriculture in the international marketplace. An appendix lists related jobs titles and relevant competencies. (NLA)

ED 336 505 CE 058 662 Developing Systematic Problem-Solving, Communications and Group Process Skills for Secondary and Post-Secondary Educators. Methods, Information and Exercises. Educator's Manual.

Indiana Labor and Management Council, Inc., Indianapolis.

Spons Agency—Indiana State Commission on Vocational and Technical Education, Indianapolis.
Pub Date—89

Note—208p.

Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC09 Plus Postage.

Descriptors—Brainstorming, Case Studies, *Communication Skills, *Decision Making, *Group Dynamics, Instructional Materials, Interpersonal Communication, Job Enrichment, Job Sharing, *Job Skills, *Leadership Qualities, Listening Skills, Nonverbal Communication, Participative Decision Making, Postsecondary Education, *Problem Solving, Productivity, Secondary Education, Secondary School Teachers, Teaching Guides, Teamwork, Technological Advancement, Vocational Education Teachers

Identifiers—Indiana

The purpose of this manual is to acquaint both teachers and administrators of vocational and technical education with the principles and methods of fostering better leadership, communication, problem-solving, and decision-making skills as well as instituting cooperative models as a strategy for better preparing students to enter the world of work. The first unit addresses the major changes that have taken place in the U.S. economic system over the past several years. This unit points out how the concern for productivity and quality relies to a great extent on the input of workers both as individuals and groups. The remaining four units provide teaching materials to assist vocational educators in providing these new skills to students: (1) group processes; (2) communications; (3) leadership; and (4) systematic problem solving. Each unit contains the following parts: (1) introduction; (2) learning objectives; (3) conceptual materials; (4) exercises; and (5) references. (NLA)

ED 336 506 CE 058 721

Otto, Luther R.
How To Help Your Child Choose a Career. New and Revised Edition. Today's Youth and Tomorrow's Careers Edition.

Florida State Dept. of Education, Tallahassee. Bureau of Career Development.

Report No.—CD5115BK-90

Pub Date—89

Note—170p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Apprenticeships, *Career Choice, Career Education, *Career Exploration, College Choice, Educational Resources, *Education Work Relationship, Learning Activities, *Occupational Information, Parent Aspiration, Parent Child Relationship, *Parent Influence, Parent Participation, *Parent Role, Postsecondary Education, Secondary Education, Student Financial Aid, Values Clarification

This edition of a handbook aimed at helping parents help their children make a career choice has been rewritten and updated. New material begins with the introduction, which provides a rationale for involving parents in their sons' and daughters' career decisions. Other new material includes sections on women and work, minorities and work, professional athletes, occupational training in the military, population and labor force trends, employment projections, college costs and financial aid, and new suggestions on how parents can help a child choose a career. The Career Explorations Workbook is integrated more closely into the book than in the previous edition. The book is organized into four parts that explore (1) the changing society, including values and attitudes, population and labor force changes, and women and minority groups in the workplace; (2) the work world, including employment projections and where to find occupational information; (3) career preparation—additional schooling options such as college and vocational schools; and (4) career preparation—earning while learning, through such modes as apprenticeships, military training, on-the-job training, and federal civil service. The Career Explorations Workbook provides exercises for parents and students at the end of each of these sections. A final page of chapter notes suggests resources for further information. (KC)

ED 336 507 CE 058 771

Strategies: Office Procedures with Communications Math.

Wyoming Univ., Laramie. Coll. of Education. Spons Agency—Wyoming State Dept. of Education, Cheyenne.

Pub Date—[91]

Note—45p. For a related document, see ED 333

RIF FEB 1992

099.

Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Classroom Techniques, *Communication Skills, Integrated Curriculum, *Learning Activities, Lesson Plans, *Mathematics Skills, *Office Occupations Education, Secondary Education, *Special Needs Students, *Teaching Methods

This booklet contains 30 one-page strategies for teaching mathematical skills needed for office procedures. All the strategies are suitable for or can be adapted for special needs students. Each strategy is a classroom activity and is matched with the skill that it develops and its technology/content area (communications and/or mathematics). Some activities include selling cupcake, making a collage of pictures of appropriate office attire, proofreading a newspaper, transcribing paragraphs, organizing a fund raiser, role playing teaching a business class, brainstorming for ideas on allocation of resources, and analyzing advertising. (KC)

ED 336 508 CE 058 781

A Manual of Classroom Strategies/Activities for Basic Business.

Wyoming Univ., Laramie. Coll. of Education. Spons Agency—Wyoming State Dept. of Education, Cheyenne.

Pub Date—Jun 91

Note—213p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—*Basic Business Education, *Classroom Techniques, Competence, Competency Based Education, *Consumer Education, Curriculum Development, *Daily Living Skills, Educational Improvement, Educational Practices, Higher Education, *Learning Activities, Program Improvement, Secondary Education, *Teaching Methods

Identifiers—Wyoming

This manual contains 75 strategies or classroom activities for teaching basic business education. All activities can be adapted for special needs students. The activities were prepared by 19 business education teachers during a 3-weekend continuing education course for business education teachers at the University of Wyoming. Examples of activities included in the manual are figuring out amounts of food needed for groups, getting acquainted, values listing, project budgeting, telephone simulations, restaurant rating, calculating car costs, examining personal ethics, computer ethics, insurance estimates, small government budgeting, flip card mathematics, credit applications, small claims court case, lease agreements, channels of distribution, role playing, and entrepreneurship. Activities are arranged in a variety of formats. Some include objectives and competencies, transparency masters, information sheets, and activity sheets. (KC)

ED 336 509 CE 058 782

Marrs, Glenna
Office Practice/Procedures Course Titles and Content in the State of Wyoming and Selected States.

Wyoming Univ., Laramie. Coll. of Education. Spons Agency—Wyoming State Dept. of Education, Cheyenne.

Pub Date—Jul 91

Note—30p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Business Skills, Community Colleges, *Competence, Competency Based Education, *Course Content, *Course Descriptions, *Curriculum Development, High Schools, Job Skills, *Office Occupations Education, *Office Practice, Program Improvement, State Curriculum Guides, Two Year Colleges, Vocational Education

Identifiers—*Wyoming

In an effort to provide consistency in office practice/procedures course titles and content, a study was conducted in Wyoming that found that at least 40 Wyoming high schools (55 percent) offer office practice, office procedures, or a similar class. Wyoming junior/community colleges provided information showing that four junior/community colleges (57 percent) offer an office practice procedures course. From information provided by 21 high schools, 4 junior/community colleges, and 22 curriculum guides from states in the United States, an outline of an office administrative systems course was compiled. Fifty-seven concepts and skills described as "most commonly offered" or "useful"

when time permits are listed. A list of over 80 office procedures are listed in the areas of reception and receiving, mail, information processing, duplicating and reprographics, filing and retrieving, calculating and recordkeeping, communications and telecommunications, human relations, professional manners and appearance, administrative support/management functions, careers and job support, and simulations and model office procedures. Care was taken so that the categories of competencies would reflect actual competencies included in the course outline. (The competency list and frequency-rating scale are included in this report.) (KC)

ED 336 510 CE 058 825

Vencill, Mary P. And Others.
Workplace Education Efforts in Small Business: Learning from the Field. Final Report.

Berkeley Planning Associates, Calif. Spons Agency—Small Business Administration, Washington, D.C.

Pub Date—27 Mar 91

Contract—SBA-4115-OA-89

Note—168p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Adult Basic Education, *Adult Literacy, Case Studies, Employer Attitudes, Employer Employee Relationship, *Labor Force Development, *Literacy Education, Program Implementation, *Small Businesses

Identifiers—*Workplace Literacy

A study identified and conducted onsite case studies of 18 different education programs conducted by small companies. Two-thirds of them were conducted by manufacturing companies; the remainder were in health services, construction, or transportation companies. Most of the programs served fewer than 25 workers and had been in operation for less than 1 year. Typical programs addressed workers' basic skills needs; most offered classes in English, English as a Second Language (ESL), mathematics, and high school equivalency test preparation. Most programs relied on workbooks from basic education classes; instructional techniques varied. The defining features that all 18 programs had in common were as follows: (1) active involvement of management; (2) targeting production or hourly workers; and (3) a substantial link to the workplace. The companies usually started their programs because someone made it easy for them to do so, rather than because of a strong internal motivation, and because providing such programs enhanced their public image. The companies supported the programs because of their concerns for safety, product quality, productivity, promotability, and workers' personal development. Employers and employees alike were enthusiastic about the programs. Recommendations were made to inform educators of the needs of small businesses and to make programs affordable. (Appendices include profiles of small business efforts in workplace education, sources of assistance, and a 74-item bibliography.) (KC)

ED 336 511 CE 058 826

Griffin, Patrick. Forwood, Anne.
Adult Literacy and Numeracy Competency Scales. An International Literacy Year Project.

Phillip Inst. of Technology, Coburg (Australia). Assessment Research Centre.

Spons Agency—Australian Dept. of Employment, Education and Training, Canberra.

Report No.—ISBN-0-09303-975

Pub Date—91

Note—66p. For a related document, see CE 058 827.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Adult Basic Education, *Adult Literacy, *Competence, Developed Nations, *Evaluation Methods, Foreign Countries, *Literacy Education, *Rating Scales, Research Methodology

Identifiers—*Australia, *Numeracy

A project was conducted in Australia during International Literacy Year (1990) to develop appropriate ratings scales to assess adults' literacy and numeracy skills. Skills were to be measured in the types and levels of literacy and numeracy needed and achieved by adults in society today, including literacy and numeracy skills in the workplace and in daily living. Following a review of definitions and of the literature issues in assessment of literacy and numeracy, the project outlined levels of literacy and provided examples of them. Principles of assess-

4 Document Resumes

ment and reporting were discussed, and an analysis was made of the behaviors that indicate that literacies have been established. Indicators were used in surveys of adults to cover as wide a range of development as possible in each of the types of literacy. They were sorted by selecting those items that an item response model identified as forming a descriptive criterion scale. The indicators were then organized according to their relationship to one another. Matrix sampling enabled the use of a few indicators for each individual, and overlapping sets of indicators were used to map all of them onto a set of scales. For each scale, a pyramid of indicators emerged, with behaviors that almost all people exhibited at the bottom and those that few people exhibited at the top. From these behaviors, a set of competency rating scales emerged from which individual profiles could be developed. Scales were tested and revised as needed. (Appendixes include the project brief; and indicators for literacy (reading and writing) and numeracy (basic operations, measurement, and quantitative information processing). There are 139 references.) (KC)

ED 336 512 **CE 058 827**

Griffin, Patrick. And Others.

Developing Competency Rating Scales in Adult Literacy: An Analytical Approach.

Spons Agency—Australian Dept. of Employment, Education and Training, Canberra.

Pub Date—90

Note—12p; For a related document, see CE 058 826.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Basic Education, *Adult Literacy, Competence, Definitions, Developed Nations, *Evaluation Methods, Foreign Countries, *Literacy Education, *Rating Scales, *Research Methodology

Identifiers—*Australia, *Numeracy

This paper outlines the conceptual framework underpinning the development of competency rating scales for adult literacy. It provides a rationale for a project that was conducted in Australia during International Literacy Year (1990) to develop appropriate ratings scales to assess adults' literacy and numeracy skills. The paper examines the construct of literacy, defining pragmatic, cultural, functional, survival, or marginal adult literacy and suggesting that there can be many types and levels of literacy. Types of literacy identified include reading, writing, numeracy, document processing, and combined skills. Three levels of literacy are proposed as useful: basic (minimum levels for gaining access to a culture); required (the skills necessary for a given social context, which may change over time); and an improvement level of literacy where an individual is able to take control of his or her life. Since these levels and types of literacy exist, there is a basis for developing a set of rating scales for them, according to the paper. The paper provides several suggested methods of developing competency rating scales and profiles, included the preferred process used in the Australian project in which the starting point was the behaviors exhibited by persons in establishing literacy. (31 references) (KC)

ED 336 513 **CE 058 828**

Elson, Donald E. And Others.

Linking Planning and Evaluation: Understanding the Process in Vocational and Technical Education. Working Papers.

National Center for Research in Vocational Education, Berkeley, CA.

Spons Agency—Office of Vocational and Adult Education (ED), Washington, DC.

Pub Date—Aug 91

Contract—V051A80004-91A

Note—16p.

Available from—NCRVE Materials Distribution Service, Horrabin Hall 46, Western Illinois University, Macomb, IL 61455 (order no. MDS-380: \$1.00).

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Articulation (Education), Case Studies, Educational Improvement, *Educational Needs, *Educational Planning, *Evaluation Methods, Linking Agents, Postsecondary Education, Program Evaluation, Secondary Education, *State Departments of Education, *Vocational Education

This paper provides guidelines and suggestions to aid in the development and implementation of a process to facilitate linkages between planning and

evaluation as well as articulation across secondary and postsecondary levels. The information provided is based on the results of a literature review, two surveys of states regarding the linking of planning and evaluation, and analyses and examples from three onsite case studies. The research revealed several common threads evident in the diverse organizational patterns of state education departments: (1) the initiation of a major event at the state level that provided a framework for developing new lines of cooperation, coordination, and linkages; (2) formulation of a clear policy or mission statement; (3) strong leadership; (4) administrative commitment; (5) interagency cooperation; (6) regionalization; (7) planning/evaluation systems and data collection/use systems; and (8) a comprehensive approach to vocational education. Fourteen references are listed. (KC)

ED 336 514 **CE 058 829**

Finch, Curtis R.

Teacher Preparation, Qualifications, and Demand. Working Papers.

National Center for Research in Vocational Education, Berkeley, CA.

Spons Agency—Office of Vocational and Adult Education (ED), Washington, DC.

Pub Date—Aug 91

Contract—V051A80004-91A

Note—23p.

Available from—NCRVE Materials Distribution Service, Horrabin Hall 46, Western Illinois University, Macomb, IL 61455 (order no. MDS-381: \$1.00).

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Educational Improvement, Educational Needs, *Futures (of Society), Higher Education, Integrated Curriculum, Labor Market, Postsecondary Education, Secondary Education, *Teacher Education, *Teacher Qualifications, *Teacher Supply and Demand, *Vocational Education Teachers

Three assessment issues have emerged from the amendments to the Carl D. Perkins Vocational Education Act and literature surrounding recent calls for reform in teacher education: teacher preparation, teacher qualifications, and teacher demand, including the extent to which demand is being met. Preparation issues include the following: What is the optimum mix of preparation studies and experiences for vocational teachers? What specific preparation must be provided to prepare vocational teachers for their new roles in education, such as integrating academic and vocational curricula? and What types of continuing education are needed by practicing teachers? In the area of qualifications, issues are as follows: To what extent do teacher qualifications differ from preparation? and To what extent is occupational experience an asset or a liability to vocational teaching? Teacher demand issues are the following: What demand for vocational teachers exists? How many teachers are available to fill the demand? and Is vocational demand switching from secondary to postsecondary teaching? Data sources available for study of these issues include materials from the American Association of Colleges of Teacher Education, "A National Database on Vocational Teacher Education," schools and staffing surveys of the National Center for Educational Statistics, yearly surveys of agricultural education, and "Industrial Education" magazine. (32 references) (KC)

ED 336 515 **CE 058 854**

Smith, Clifton L.

Competency Profile Development for the (Supervisory) Management Curriculum. Marketing Education Teacher's Resource Guide. Competency Listing, Expected Student Learning Outcomes and Cross-Referenced Instructional Materials by Competencies.

Missouri Univ., Columbia. Dept. of Practical Arts and Vocational-Technical Education.

Spons Agency—Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational and Adult Education.

Pub Date—30 Jun 91

Note—24p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Administration, *Behavioral Objectives, Business Communication, *Competency Based Education, *Core Curriculum, Decision Making, *Distributive Education, High Schools, Information Management, Information Systems,

Instructional Materials, Leadership, Leadership Training, Managerial Occupations, *Marketing, Motivation, *Supervisory Training

Identifiers—Missouri

This resource guide for the marketing education teacher provides a competency listing, expected student learning outcomes, and cross-referenced instructional materials by competencies for supervisory management. The first section discusses 1991 revisions to the Missouri marketing education core curriculum for supervisory management. The processes of reevaluation of core competencies and revisions in the core curriculum are outlined. A competency listing divides the competencies into these areas: functions of management, study of management, planning, decision making, controlling, organizing, directing, communications, motivation, leadership, government regulation, and information systems and management. Next, a section on competency-based marketing education covers the instructional mission, the curriculum, the curriculum alignment, and recordkeeping, the mission, curriculum, curriculum alignment, and recordkeeping. Other contents include the expected student learning outcomes based on the core curriculum for supervisory management; a suggested curriculum model for supervisory management, with primary focus, for each week in the school year; and a list of cross-referenced instructional materials by competencies. (YLB)

ED 336 516 **CE 058 855**

Smith, Clifton L.

Missouri Marketing Education Program Evaluation Guide.

Missouri Univ., Columbia. Dept. of Practical Arts and Vocational-Technical Education.

Spons Agency—Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational and Adult Education.

Pub Date—30 Jun 91

Note—36p; For a related document, see CE 058 856.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Employer Attitudes, Evaluation Criteria, *Evaluation Methods, Evaluation Utilization, Guidelines, High Schools, *Marketing, *Models, Performance Factors, Postsecondary Education, *Program Evaluation, Program Improvement, *State Standards, Teacher Evaluation, Vocational Education, *Vocational Followup

Identifiers—*Missouri

This model evaluation program was developed to help marketing education teachers in Missouri to evaluate their courses and plan improvements. Following an explanation of the rationale and nature of the evaluation, the guide consists of six sections: (1) a marketing education course enrollment summary form and directions for completing the information required; (2) instructions for planning and conducting a student follow-up study, including sample letters and a follow-up instrument; (3) instructions for planning and conducting an employer survey, including a sample letter and evaluation instrument; (4) a marketing education internship (cooperative education) summary form; (5) a marketing education program school summary form; and (6) a model end-of-the-year evaluation report. (KC)

ED 336 517 **CE 058 856**

Smith, Clifton L.

Missouri Marketing Education Program Improvement Review Guide.

Missouri Univ., Columbia. Dept. of Practical Arts and Vocational-Technical Education.

Spons Agency—Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational and Adult Education.

Pub Date—30 Jun 91

Note—48p; For a related document, see CE 058 855.

Pub Type—Guides - Classroom - Teacher (052) — Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Employer Attitudes, *Evaluation Criteria, *Evaluation Methods, Evaluation Utilization, High Schools, *Marketing, Performance Factors, Postsecondary Education, *Program Evaluation, *Program Improvement, *State Standards, Teacher Evaluation, Vocational Education, Vocational Followup

Identifiers—*Missouri

This five-section guide is intended to lead marketing education personnel through the program evaluation

ation and improvement process in Missouri. The first section is an introduction that provides a rationale for evaluation, discusses the resource, process, and product standards that should be used and suggests ways these standards can be applied. The second section outlines the organization and management of the program improvement review process, listing members of the review team and describing their responsibilities and procedures. It also suggests how to write and present a program improvement report. In the third section, the various resource, process, and performance standards and indicators are examined with a focus on the evaluation process. The fourth section provides marketing education program standards and suggested questions for the review team, and finally, the fifth section lists the file documentation that should be provided for the review process. Appendixes include a student evaluation of instructor form, a student follow-up questionnaire, and an employer questionnaire. (KC)

ED 336 518 CE 058 857

Smith, Clifton L.

Program Operations and Curriculum Guide for Cooperative Industrial Education Programs in Missouri.

Missouri Univ., Columbia. Dept. of Practical Arts and Vocational-Technical Education.

Spons Agency—Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational and Adult Education.

Pub Date—91

Note—157p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Advisory Committees, *Cooperative Education, *Cooperative Programs, High Schools, Instructor Coordinators, Learning Activities, *Models, Professional Development, Program Development, Program Evaluation, *Program Implementation, Public Relations, State Curriculum Guides, Student Organizations, Teacher Certification, Teacher Qualifications, *Teacher Role, Teaching Methods, *Trade and Industrial Education

Identifiers—Missouri

This model program guide was developed to help cooperative industrial education (CIE) teacher coordinators (especially in Missouri) to develop a program of CIE. Topics covered in the 10 sections of the manual are as follows: (1) introduction to the CIE program; (2) role of the CIE teacher-coordinator; (3) instructional classification of the CIE program; (4) CIE instructional program; (5) cooperative education components of the CIE program; (6) vocational student organization for the CIE program; (7) advisory committee for the CIE program; (8) CIE program evaluation; (9) CIE program public relations; and (10) professionalism. Throughout the manual, examples and teaching sections are provided. Five appendixes making up about half the document provide: a model of non-teaching related activities; the Missouri certification standards for CIE teacher-coordinators; the CIE general related core curriculum; model teaching-related activities; and a program evaluation guide. (KC)

ED 336 519 CE 058 858

Missouri Industrial Technology/Technology Education Guide.

Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational and Adult Education.

Pub Date—91

Note—578p.

Available from—Instructional Materials Laboratory, University of Missouri, 2316 Industrial Drive, Columbia, MO 65202 (order no. 60-0286-I: \$35.80).

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.

Descriptors—Articulation (Education), Competency Based Education, *Curriculum Development, Educational Facilities Planning, Employment Potential, High Schools, *Industry, Inservice Teacher Education, Job Skills, *Program Administration, Program Development, Program Evaluation, Public Relations, School Safety, Student Evaluation, Teaching Guides, *Technology

Identifiers—Missouri, *Technology Education

This guide is Missouri's primary resource for planning, implementing, and evaluating Industrial Tech-

nology/Technology Education (ITE/TE). It contains 10 chapters: (1) a direction for ITE/TE; (2) planning the ITE/TE program; (3) planning ITE/TE facilities; (4) implementing a safety program; (5) creating ITE/TE's image (public relations); (6) teaching ITE/TE; (7) organizing and managing the ITE/TE program; (8) evaluating ITE/TE; (9) meeting professional responsibilities; and (10) helpful resources. A list of 138 figures and 3 tables is included. Chapter 10 contains an index of forms, an index of 72 Technology Activity Modules, and recommended ITE/TE competencies and articulation links depicted in graphic form. (NLA)

ED 336 520

CE 058 859

Tannehill, Dana, Ed.

Auto Mechanics. Criterion-Referenced Test (CRT)

Item Bank.

Missouri Univ., Columbia. Instructional Materials Lab.

Spons Agency—Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational and Adult Education.

Pub Date—91

Note—265p.

Available from—Instructional Materials Laboratory, University of Missouri, 2316 Industrial Drive, Columbia, MO 65202 (order no. 70-1700-E: \$33.20).

Pub Type—Tests/Questionnaires (160)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Auto Mechanics, *Competence, Competency Based Education, *Criterion Referenced Tests, *Engines, High Schools, Item Banks, *Motor Vehicles, Postsecondary Education, Skilled Occupations, State Curriculum Guides, *Test Items, Vocational Education

Identifiers—Missouri

This document contains 546 criterion-referenced multiple choice and true or false test items for a course in auto mechanics. The test item bank is designed to work with both the Vocational Instructional Management System (VIMS) and Vocational Administrative Management System (VAMS) in Missouri. The items are grouped into 35 units covering the following topics: safety; shop operation; components and careers; general electrical system; battery; starting system; charging system; lighting system; gauges and electrical accessories; ignition system; fuel and exhaust systems; emission control systems; general engine diagnosis—remove and replace; cylinder head and valve train; short block; engine completion and start-up procedure; lubrication and cooling system; steering systems; front suspension systems; rear suspension systems; tire and wheel alignment; hydraulic systems; drum brakes; disc brakes; power assist brakes; clutch; manual transmission/transaxle; off-car transmission/transaxle; air conditioning; heating system; and leadership competencies. The 14 references used in constructing the test item bank are listed. The following information is provided for each test item: unique item number; duty area and task number (Missouri competency profile); letter of correct answer; source; date; learning domain (cognitive, affective, psychomotor); writer(s)/reviewer(s); and accompanying artwork. (KC)

ED 336 521

CE 058 860

Mathew, Mary, Ed.

Drafting. Criterion-Referenced Test (CRT) Item Bank.

Missouri Univ., Columbia. Instructional Materials Lab.

Spons Agency—Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational and Adult Education.

Pub Date—91

Note—166p.

Available from—Instructional Materials Laboratory, University of Missouri, 2316 Industrial Drive, Columbia, MO 65202 (order no. 70-4000-E: \$12.00).

Pub Type—Tests/Questionnaires (160)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Architectural Drafting, Competency Based Education, Computer Assisted Design, *Criterion Referenced Tests, *Drafting, Engineering Drawing, Geometry, High Schools, Item Banks, Leadership, Orthographic Projection, Postsecondary Education, *Test Items

Identifiers—Missouri

This drafting criterion-referenced test item bank is keyed to the drafting competency profile devel-

oped by industry and education professionals in Missouri. The 12 references used for drafting the test items are listed. Test items are arranged under these categories: drafting room procedures; tools and equipment; basic drawing skills; geometric construction; orthographic drawings; auxiliary views/revolutions; sectional views/conventions; dimensioning and tolerancing; descriptive geometry; pictorial drawings; introduction to architectural drawings; introduction to electrical/electronic drawings; introduction to pipe drawings; introduction to structural steel drawings; introduction to machine drawings; introduction to surveying drawings; introduction to sheet metal drawings; basic computer-assisted drafting drawings; applied mathematical skills; and leadership competencies. The following information is provided for each test item: unique item number; duty area and task number (Missouri competency profile); letter of correct answer; source; date; learning domain (cognitive, affective, psychomotor); writer(s)/reviewer(s); and accompanying artwork. (YLB)

ED 336 522

CE 058 861

Davis, Diane, Ed.

Electronics. Criterion-Referenced Test (CRT) Item Bank.

Missouri Univ., Columbia. Instructional Materials Lab.

Spons Agency—Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational and Adult Education.

Pub Date—91

Note—241p.

Available from—Instructional Materials Laboratory, University of Missouri, 2316 Industrial Drive, Columbia, MO 65202 (order no. 70-5000-E: \$32.35).

Pub Type—Tests/Questionnaires (160)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Competence, Competency Based Education, *Criterion Referenced Tests, Electrical Systems, *Electric Circuits, Electricity, *Electronics, Electronic Technicians, High Schools, Item Banks, Occupational Safety and Health, Postsecondary Education, State Curriculum Guides, *Test Items, Vocational Education

Identifiers—Missouri

This document contains 519 criterion-referenced multiple choice and true or false test items for a course in electronics. The test item bank is designed to work with both the Vocational Instructional Management System (VIMS) and the Vocational Administrative Management System (VAMS) in Missouri. The items are grouped into 15 units covering the following topics: electronic safety; fundamentals of electronics; AC power supply; semiconductor devices; amplifiers; frequency generation; receivers and transmitters; test equipment; microprocessor and computer systems; optical electronics; digital logic application; electromechanical devices and controllers; circuit construction techniques; logical steps of troubleshooting; and leadership. The 28 references used in constructing the test item bank are listed, and electronic diagrams needed for the test questions are provided. The following information is provided for each test item: unique item number; duty area and task number (Missouri competency profile); letter of correct answer; source; date; learning domain (cognitive, affective, psychomotor); writer(s)/reviewer(s); and accompanying artwork. (KC)

ED 336 523

CE 058 862

Davis, Diane, Ed.

Machine Shop. Criterion-Referenced Test (CRT) Item Bank.

Missouri Univ., Columbia. Instructional Materials Lab.

Spons Agency—Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational and Adult Education.

Pub Date—91

Note—221p.

Available from—Instructional Materials Laboratory, University of Missouri, 2316 Industrial Drive, Columbia, MO 65202 (order no. 70-6170-E: \$15.00).

Pub Type—Tests/Questionnaires (160)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Blueprints, Competency Based Education, Computer Assisted Manufacturing, *Criterion Referenced Tests, High Schools, Item Banks, Leadership, Machine Tool Operators,

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*Machine Tools, Numerical Control, Postsecondary Education, *Test Items
Identifiers—Missouri

This drafting criterion-referenced test item bank is keyed to the machine shop competency profile developed by industry and education professionals in Missouri. The 16 references used for drafting the test items are listed. Test items are arranged under these categories: orientation to machine shop; performing mathematical calculations; performing precision measurement; blueprint reading; performing bench work; introduction to material science; operating power saws; operating drill presses; operating lathes; operating milling machines; operating grinders; tool and cutter grinding; concepts of numerical controlled machines; and leadership. The following information is provided for each test item: unique item number; duty area and task number (Missouri competency profile); letter of correct answer; source; date; learning domain (cognitive, affective, psychomotor); writer(s)/reviewer(s); and accompanying artwork. (YLB)

ED 336 524 CE 058 863
Decision Making and Problem Solving. A Resource Manual for Business Educators.

Missouri Univ., Columbia. Instructional Materials Lab.

Spons Agency—Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational and Adult Education.

Pub Date—91
Note—77p
Available from—Instructional Materials Laboratory, University of Missouri, 2316 Industrial Drive, Columbia, MO 65202 (order no. 20-0100-I: \$7.00).

Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Business Education, Classroom Techniques, *Decision Making, *Decision Making Skills, Educational Resources, Higher Education, *Learning Activities, *Problem Solving, Secondary Education, *Teaching Methods, Thinking Skills

This manual contains materials that business teachers can use to teach their students decision-making and problem-solving skills. Each of the five sections can be used individually or in sequence. The following topics are covered: decision making; approaches to problem solving; everyday life problem solving; creative problem solving; and business problem solving. Most sections contain handout material delineating recommended processes, model exercises, techniques useful to each process, and ideas for practicing the techniques. A prefatory section called "Notes to the Teacher" discusses learning objectives, sources of decisions to make or problems to solve, and keys to success. A rationale for teaching decision making and problem solving is also provided, and a 25-item bibliography is included. (KC)

ED 336 525 CE 058 864
Child Care and Guidance Management and Services Programs. Child Care Worker. Performance Objectives and Criterion-Referenced Test Items.

Missouri Univ., Columbia. Instructional Materials Lab.

Spons Agency—Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational and Adult Education.

Pub Date—Jun 91
Note—219p
Available from—Instructional Materials Laboratory, University of Missouri, 2316 Industrial Drive, Columbia, MO 65202 (order no. 40-7700-E: \$20.00).

Pub Type—Guides - Classroom - Teacher (052) — Tests/Questionnaires (160)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Behavioral Objectives, *Child Care-givers, Child Care Occupations, Child Development, Competency Based Education, *Criterion Referenced Tests, Day Care, Item Banks, Leadership Training, *Occupational Home Economics, Postsecondary Education, Secondary Education, Student Organizations, *Test Items
Identifiers—Missouri

A minimum of two performance objectives have been developed and validated for each competency in the child care and guidance management and services programs of Missouri's Vocational Instruc-

tional Management System. These objectives, as well as one criterion-referenced test item per objective are presented in this publication. The 17 resources used for drafting the child care worker performance objectives and criterion-referenced test items are listed. Duty areas covered are as follows: providing a safe environment; providing a healthy environment; creating a learning environment; promoting physical development; facilitating cognitive development; communicating effectively; encouraging creativity; developing social skills; enhancing self-concepts; providing guidance; relating to families; maintaining the program; displaying professionalism; recognizing special needs; and developing leadership through Future Homemakers of America. Each performance objective is keyed to a duty area and task. The objective includes (1) a "given," i.e., something pre-supplied, such as a case-study, a piece of information, a problem; (2) a task; and (3) criteria for achievement of the objectives. The correct response to the criterion-referenced test item for each performance objective is indicated. (YLB)

ED 336 526 CE 058 865
Smith, Clifton L.

Competency Profile Development for the General Related Core Curriculum for Cooperative Industrial Education Programs. Cooperative Industrial Education Teacher's Resource Guide. Competency Listing, Expected Student Learning Outcomes and Cross-Referenced Instructional Materials by Competencies.

Missouri Univ., Columbia. Dept. of Practical Arts and Vocational-Technical Education.

Spons Agency—Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational and Adult Education.

Pub Date—30 Jun 91
Note—19p.

Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Behavioral Objectives, Business Communication, Career Planning, Competency Based Education, *Cooperative Education, *Core Curriculum, Economics, Employment Interviews, *Industrial Education, *Instructional Materials, Instructor Coordinators, Interpersonal Relationship, Job Application, Leadership, Leadership Training, Occupational Safety and Health, Secondary Education, Technology, Work Attitudes
Identifiers—Missouri

This resource guide for the cooperative industrial education teacher provides a competency listing, expected student learning outcomes, and cross-referenced instructional materials by competencies for cooperative industrial education. The first section discusses 1991 revisions to the Missouri cooperative industrial education general related core curriculum. The processes of revalidation of core competencies and revisions in the core curriculum are outlined in this section. The competency listing divides the competencies into these areas: career research and planning; technology awareness; employment orientation; human relations; job application and interview; leadership development; economic concepts of private enterprise; occupational communication (oral and written); occupational mathematical computations; occupational safety; and individualized instruction. Other contents include the expected student learning outcomes based on the general related core curriculum for cooperative industrial education; a suggested curriculum model for cooperative industrial education, listing primary focus (core competencies) and secondary focus (occupational specific items) for each week in the school year; and a list of cross-referenced instructional materials based on the general related core curriculum for cooperative industrial education. (YLB)

ED 336 527 CE 058 866
Martin, Donna. And Others

Agricultural Science I. Supplementary Units. Instructor Information.

Missouri Univ., Columbia. Instructional Materials Lab.

Spons Agency—Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational and Adult Education.

Pub Date—Jun 91
Note—361p; Original document is published on colored paper.

Available from—Instructional Materials Laboratory, University of Missouri, 2316 Industrial

Drive, Columbia, MO 65202 (order no. 90-1400-I: \$36.35).

Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Agricultural Education, *Animal Husbandry, Behavioral Objectives, Check Lists, Course Content, Genetic Engineering, Heredity, *Learning Activities, Lesson Plans, Nutrition, Parliamentary Procedures, Postsecondary Education, *Reproduction (Biology), Secondary Education, *Special Needs Students, Student Evaluation, Student Organizations, Teaching Methods, Test Items, Units of Study, *Vocational Education

These supplementary units are designed to help students with special needs learn and apply agricultural skills in the areas of animal breeding, animal nutrition, leadership, and power tools. Specific competencies are listed as study questions at the beginning of each of the 10 self-paced and self-contained units. Skill sheets, activity sheets, and unit tests are provided to reinforce and assess students' knowledge. The units contain large print, simplified text and numerous drawings to aid in comprehension. Units contain the following components: introduction, objectives, study questions, student assessment, terms, information sheets, skill sheets, activity sheets, and unit tests and performance checklists. A section of instructor information at the front of the book contains notes to the instructor, helpful resources, answer keys, competencies, a class progress chart, and a follow-up questionnaire. Units cover the following topics: digestion, basic nutrients, balanced rations, guidelines for feeding livestock, the male and female reproductive systems, heritability, genetic improvement, using a portable electric saw, and parliamentary procedure. (KC)

ED 336 528 CE 058 867
Humphrey, John Kevin. And Others

Exploring Agriculture in America. Instructor Guide and Student Reference.

Missouri Univ., Columbia. Instructional Materials Lab.

Spons Agency—Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational and Adult Education.

Pub Date—Jul 91
Note—349p.

Available from—Instructional Materials Laboratory, University of Missouri, 2316 Industrial Drive, Columbia, MO 65202 (instructor guide, order no. 10-9500-I: \$27.00; student reference, order no. 10-9500-S: \$6.00).

Pub Type—Guides - Classroom - Teacher (052) — Guides - Classroom - Learner (051)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Agricultural Education, *Agricultural Production, *Agriculture, Behavioral Objectives, *Career Exploration, Competence, *Conservation Education, Course Content, Educational Resources, Grade 8, Home Management, Horticulture, Instructional Materials, Junior High Schools, Learning Activities, Lesson Plans, *Teaching Methods, Test Items, Units of Study, Vocational Education
Identifiers—Missouri

This curriculum guide is designed to provide instruction about agriculture for eighth-grade students in Missouri. Lessons included in the curriculum employ a problem-solving instructional approach. Student-oriented activities are included to provide opportunities for experiential learning. Core competencies and key skills are identified in selected lessons to encourage teachers to enhance the attainment of those educational outcomes. A cross-reference table is included to show where the curriculum competencies relate to Missouri Core Competencies/Key Skills. A suggested teaching calendar for 6-week, 9-week, and 16-week courses and 80 references follow the table of contents. The instructor guide and the corresponding student reference contain eight units that cover the following subjects: agriculture in America, animals in society, plants in our environment, products from agriculture, environment and resource conservation, pet care, lawn care and equipment, and home environmental management. Unit outlines contain objectives, study questions, references, lesson plans, suggested activities, unit tests with answers, assignment sheets, and transparency masters. The student reference contains information sheets for each unit. (KC)

ED 336 529 CE 058 869

Martin, Robert A. Comp.

Focusing Agricultural Education Research: The Challenge of the 1990's and Beyond. Proceedings of the National Agricultural Education Research Meeting (17th, Cincinnati, Ohio, November 30, 1990).

American Vocational Association, Alexandria, VA. Agricultural Education Div.

Pub Date—30 Nov 90

Note—462p.

Pub Type—Collected Works - Proceedings (021)—Reports - Research (143)

EDRS Price - MF01/PC19 Plus Postage.

Descriptors—Administrator Attitudes, Adult Education, Adult Learning, *Agricultural Education, Agricultural Engineering, Cognitive Processes, Computer Assisted Instruction, Counselor Attitudes, *Educational Research, Enrollment, *Extension Agents, Extension Education, Females, Followup Studies, Graduate Surveys, High Schools, Job Satisfaction, Professional Development, School Counselors, Student Attitudes, Student Organizations, Student Participation, Student Recruitment, Teacher Characteristics, Teacher Effectiveness, *Vocational Education

Selected titles among the 51 papers accepted for presentation or publication by the 1990 meeting of a yearly forum for agricultural research presentation include the following: "Effectiveness of Beginning Scholars Program in Attracting High Ability Students to the College of Agriculture and Home Economics" (Lester, Graham); "Analysis of Enrollment in Secondary Agricultural Science and Membership in FFA in Texas" (Marshall et al.); "Factors Influencing Secondary Michigan Agricultural Students' Decisions Not to Join FFA" (Connors et al.); "Career Indecision of Senior Agriscience Students" (Kotlik); "Understanding and Teaching the Adult Learner" (Norland et al.); "Participant Motivation in Off-campus Agriculture Credit Programs at Iowa State University" (Miller, Crawford); "Attitudes, Knowledge, and Implementation of Agricultural Science by North Carolina Agricultural Education Teachers" (Kirby); "A Nursery/Landscape Program in Agricultural Education for the New Millennium" (Flanders, Iverson); "Herzberg's Motivator-Hygiene Theory and the Job Satisfaction of Agricultural Education Faculty" (Bowen, Radhakrishna); "Job Satisfaction of Teachers of Agriculture" (Cano); "Impact of Personal Life Factors on Effectiveness and Satisfaction of Teachers" (Bruening, Hoover); "Attitudes, Perceptions, and Guidance Practices of Illinois Guidance Directors Concerning Vocational Education in Secondary Schools" (Matulis, Osborne); "Teacher Attributes in Exemplary Vocational Education" (Wardlow et al.); "Transactional Preferences of Students and Teachers during Group Problem Solving" (Dorothy); "Teachers' Knowledge and Attitudes toward Problem-Solving Teaching" (Hamzah, Osborne); "Factors Influencing Use of Volunteers by Michigan Secondary Agricultural Education Teachers" (Elliott, Suveldi); "Subject Areas and Concepts of Agricultural Literacy" (Frick et al.); "Assistance Needed by Elementary Teachers in Texas to Implement Programs of Agricultural Literacy" (Terry et al.); "Factors Related to Participation of Agricultural Educational Teachers in Professional Development Activities" (Hall, Scanlon); "Use of Computer Software Programs in Specific Agriculture Topics" (Zidon, Miller); "Student Cognitive Performance and Factors Associated with Cognitive Performance in College of Agriculture Courses" (Miller, Newcomb); "Relationship between Vocational Agriculture and College Preparatory Curriculum in Regards to Academic Success in College" (Raven, Warmbrod); "Student Perceptions of Characteristics and Activities Contributing to Effectiveness of Vocational Agriculture Teachers" (Luft, Thompson); "Beginning Vocational Education Teacher Perceptions of Their Pedagogical Knowledge and Performance on the Professional Knowledge Portion of the National Teacher Exam" (Doerfert, Barrick); "A Study of the Relationship of Participation in In-School 4-H and Self-Esteem for Students in the Las Vegas School System" (Waters et al.); and "Focusing Agricultural Education Research: Strategies for the Professor" (Williams). (YLB)

ED 336 530 CE 058 874
Chambliss, Catherine
Student Views of the Two-Paycheck Family Lifestyle: Boon, Burden, or Both.

RIE FEB 1992

Pub Date—May 91

Note—9p.; Paper presented at the Delaware Valley Career Planners Conference (Collegeville, PA, May 1991).

Pub Type—Speeches/Meeting Papers (150)—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Career Choice, College Students, *Dual Career Family, *Employed Parents, Employed Women, Family Life, *Family Relationship, Futures (of Society), Higher Education, *Mothers, *Student Attitudes, Values, Values Clarification, *Work Attitudes

A study was made of approximately 100 college students' attitudes toward two-paycheck families, using a questionnaire. The study found no support for "working mother" guilt and anxiety; for example, there was no overall family conflict effect evident. When compared with students from families with nonemployed mothers, students from two-paycheck families did not report greater family discord. They also showed no greater tendency to blame their mothers for childhood or current problems (social, esteem, intellectual, or academic). Students reported admiring mothers who worked full time most, mothers who worked part time next, and nonemployed mothers least. The majority of students with full-time employed mothers did not perceive maternal work status as having compromised either mothers' happiness or marriage quality. A tendency of students to favor the part-time work alternative over either full-time work or nonemployment for mothers emerged when a composite measure of childhood experience was calculated, including items tapping the subjects' admiration of their mothers and their view of their mothers' ability to meet their children's need for support and independence and to foster intellectual and academic success. The college students almost all expected to become parents; most males expected their wives to be unemployed until their youngest child reached age 6, whereas most females expected to be working part time during that period. It is recommended that colleges spend time helping students sort out work and family values before they become employed and parents. (KC)

ED 336 531 CE 058 875

Charters, Margaret A. Charters, Alexander N.

Research Model Emerges from International Conference.

Pub Date—Jun 90

Note—17p.; Paper based in part on notes taken at the International Seminar on Functional Illiteracy and Professional Incompetence as Risk Factors of Modern Civilization and the Role of Adult Continuing Education in Overcoming Them (Leningrad, USSR, June 1990).

Pub Type—Opinion Papers (120)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Basic Education, *Adult Literacy, *Continuing Education, *Educational Needs, Functional Literacy, *Illiteracy, Literacy Education, *Models, Professional Development, *Research Needs

The International Seminar on Functional Illiteracy and Professional Incompetence as Risk Factors of Modern Civilization and the Role of Adult Continuing Education in Overcoming Them examined the modern problem and definition of illiteracy, the causes of professional illiteracy, measures to eliminate the causes, and recommendations for further research. The first two papers in the seminar, given by an agricultural economist and a sociologist, challenged the participants to move beyond the traditional boundaries of thinking about literacy and adult education in their deliberations. They noted that illiteracy results not so much from the fact that people do not learn, but that the world changes around them and new knowledge must be mastered and new ideas accepted. Subsequent papers touched on these major themes: (1) goals for literacy need to be broadened; (2) education should move from a monofunctional to a polyfunctional model; (3) people function in various spheres and can be literate in some but not others; and (4) illiteracy occurs at higher levels of cognitive achievement than have been traditionally considered—thus the term "professional incompetence." The ideas discussed at the seminar could be combined into a model for further research in literacy and professional competence. The model would appear as a continuum ranging from functional literacy to professional competence, with people moving up or down on the continuum depending on the changes in society or their profes-

sions and their access to continuing education. An agenda for research can be based on the model. (KC)

ED 336 532 CE 058 876

Kraska, Marie F.

Work Values of High School Vocational Education Students.

Pub Date—91

Note—17p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Comparative Analysis, Disadvantaged, Employment, *Ethnic Groups, Females, High Schools, Males, Multivariate Analysis, *Sex Differences, *Student Attitudes, Values, *Vocational Education, *Work Attitudes, *Work Ethic

A study compared the perceptions of work and work value orientations of high school students enrolled in the first year of a vocational education program. Three hundred eight students were compared on the basis of gender, ethnic group, and academic status (disadvantaged and nondisadvantaged). Two hundred were from two small rural southern area vocational centers; 108 were from 2 large southern metropolitan area vocational centers. Guidance counselors administered the Meaning and Value of Work Scale (MVWS) and returned raw data for analysis. The multivariate analysis of variance statistical procedure was applied to the three independent variables (gender, ethnic group, and academic status) and two dependent variables—scores on Part I of the MVWS (meaning of work) and scores on Part II (value of work). Females scored significantly higher than males on the meaning and value of work. Females held more positive attitudes toward the meaning and value of work than did males. Ethnic group was a significant source for meaning of work; black students had the larger mean, indicating a broader perception of work than white students. No significant differences resulted from the comparison between disadvantaged and nondisadvantaged students. (A list of 16 references and 2 tables are appended.) (Author/YLB)

ED 336 533 CE 058 877

Woloszyk, Carl A.

A Study To Determine the Job Tasks and Levels of Employment for General Marketing Occupations Using DACUM Occupational Analysis. Final Report.

Western Michigan Univ., Kalamazoo.

Pub Date—3 Jun 91

Note—110p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Behavioral Objectives, *Competence, *Competency Based Education, *Course Content, *Curriculum Development, Job Skills, *Marketing, Program Improvement, Secondary Education, *State Curriculum Guides, Vocational Education

Identifiers—*DACUM Process, Michigan

During the 1990-91 school year, a study was conducted to determine a validated list of competencies (concepts and tasks) for use in curriculum development efforts for general marketing programs in Michigan. DACUM (Developing a Curriculum) was the occupational analysis procedure used to identify the competencies, job tasks, level of difficulty, and levels of employment for general marketing programs. Using a six-step research process including a literature review, a management panel, a cluster panel, analysis and synthesis, a validation panel, and database management, the study (1) developed a validated list of competency statements for general marketing programs; (2) defined major instructional areas by sequence and level of difficulty; (3) identified a career hierarchy and cluster chart for general marketing; and (4) assigned competencies to one of five prebaccalaureate levels of employment (entry, career-sustaining, marketing specialist, marketing supervisor, and manager-entrepreneur) within marketing occupations. The identified competencies provided the framework used to develop a curriculum guide for secondary marketing education programs in Michigan. (An eight-page project report is followed by a cluster career chart, competency list, and appendices containing the DACUM panel members; invitational letters and enclosures; validation panel agenda, handouts, and minutes; and follow-up letter and panel participation records.) (KC)

ED 336 534 CE 058 878

Cantor, Jeffrey A.

The Contingent Workforce in Urban America: Implications for Human Resource Development. A Final Report on a Research Study.

Spons Agency—Professional Staff Congress of the City Univ. of New York, N.Y.

Pub Date—Aug 91
Note—155p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Adult Education, Disadvantaged, *Employee Attitudes, *Employer Attitudes, *Employment Practices, Entry Workers, Flexible Working Hours, Labor Force Development, Labor Needs, *Minority Groups, *Part Time Employment, Underemployment

Identifiers—New York (New York), *Temporary Employment

The study described in this report was undertaken to provide a comprehensive understanding of the magnitude and scope of the present contingent work force and the potential of the contingent work force as a mechanism for assisting minority and female workers to enter into the mainstream work force. The study first examined the literature and body of knowledge describing the use and potential of the contingent worker and work force. It then determined the current manner in which business and industry used and viewed the contingent worker. The practices, beliefs, and attitudes of employers regarding the employment of contingent workers were examined through surveys of both a sample of entrepreneurs (n=825) and a sample of contingent workers (n=135) in New York City. A total of 47 percent of businesses surveyed reported some use of contingent workers. However, the number of employers using contingent workers had remained relatively constant over the 3 years under scrutiny (1987-90). Additionally, 52 percent of the firms projected no change in future use of contingent workers. Reasons for use of contingent workers included difficulties in attracting regular full-time skilled labor and professionals, cost savings, and flexibility of hiring workers as labor needs arise and specialized skills requirements dictate. Many minority groups were represented in the contingent work force. (Fifty-eight references are listed. Study questionnaires are appended.) (YLB)

ED 336 535 CE 058 880

Economic Change and the American Workforce. State Workforce Development for a New Economic Era. Volume I.

Jobs for the Future, Inc., West Somerville, MA. Spons Agency—Employment and Training Administration (DOL), Washington, D.C.

Pub Date—Mar 91

Contract—99-9-3485-98-009-02

Note—43p.; For other volumes in this series, see CE 058 881-883.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Economic Change, *Economic Development, *Economics, Education Work Relationship, Futures (of Society), *Labor Force Development, Policy Formation, State Government, State Programs, State Surveys, *Statewide Planning

Identifiers—Colorado, Indiana, Mississippi, Missouri

A project examined changes in the workplace and in employment in four states that were broadly representative of the United States—Colorado, Indiana, Mississippi, and Missouri. It identified common concerns and issues across the four states, including graduated awareness of the vast changes in the workplace, the ambivalence of business leaders' responses to them, and employees' confusion when confronted with them. In spite of the widespread agreement that continued economic growth required new private incentives and public structures, little genuine change was apparent. The differences among the states were found to be much more significant than their similarities. Five areas were identified as being in need of attention by state governments: recognition of the new realities of economic growth; uncertainty about the appropriateness of new responses; tailoring strategies to meet substate regional differences; lack of success in building consensus within communities on a common future; and education and training systems that function without much regard to changing economic and demographic realities. Employers and employees were not found to be responding to the realities at the speed required and on the scale necessary to make a difference. A new agenda for state

action in the 1990s is described, and nine recommendations for state economic policy are outlined. (YLB)

ED 336 536 CE 058 881

Economic Change and the American Workforce. State Workforce Development for a New Economic Era. Volume II.

Jobs for the Future, Inc., West Somerville, MA. Spons Agency—Employment and Training Administration (DOL), Washington, D.C.

Pub Date—Jan 91

Contract—99-9-3485-98-009-02

Note—150p.; For other volumes in this series, see CE 058 880-883.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—*Economic Change, *Economic Development, *Economics, Education Work Relationship, Employee Attitudes, Employer Attitudes, Futures (of Society), Government Role, Job Development, *Labor Force Development, Policy Formation, State Government, State Programs, State Surveys, *Statewide Planning, Surveys

Identifiers—Colorado, Indiana, Mississippi, Missouri

Jobs for the Future undertook a program designed to enhance the ability of four states—Colorado, Indiana, Mississippi, and Missouri—to manage economic change as described in this report. An analysis of what was happening in the state economies, especially the kinds of jobs that were being created, was carried out. The research portions of the work included the following: (1) preparation of state and substate economic, demographic, and work force skill analysis; (2) analysis of the public sector system for education and training; (3) analysis of private sector needs, concerns, and investments in education and training through surveys and field work; (4) involvement and recruitment of key constituency groups; (5) focus groups, worker surveys, and other forums for citizen input; and (6) public education about results and recommendations for action. Findings indicated that states seemed paralyzed by the far-reaching economic changes they faced. Government, business, education, and labor appeared unable to respond with the requisite speed and scale. Government's old rule of investing in traditional educational institutions did not meet the increased need to raise adults' skill levels. Employer survey data showed a gap between theory and practice. Surveyed workers were ambivalent about getting more training. A proposed new state agenda for the 1990s includes establishment of a lifelong learning system, integration of economic and human resource development, attention to scale of effect, leveraging of private sector investment, and improvement of transitions. (YLB)

ED 336 537 CE 058 882

[State Program of Jobs for the Future. Volume III.]

Jobs for the Future, Inc., West Somerville, MA. Spons Agency—Employment and Training Administration (DOL), Washington, D.C.

Pub Date—Jan 91

Contract—99-9-3485-98-009-02

Note—294p.; For other volumes in this series, see CE 058 880-883.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC12 Plus Postage.

Descriptors—*Economic Change, *Economic Development, *Economics, Education Work Relationship, Employee Attitudes, Employer Attitudes, Futures (of Society), Government Role, Job Development, *Labor Force Development, Policy Formation, State Government, State Programs, *Statewide Planning, Surveys

Identifiers—Colorado, Indiana, Mississippi, Missouri

This document contains action plans for four states (Colorado, Indiana, Mississippi, and Missouri) involved in the Jobs for the Future program designed to enhance states' ability to handle economic change. The first section, "A Call to Action," discusses what Colorado's public and private sectors must consider doing to meet the challenges that lie ahead and why. It focuses primarily on employees and employers and describes an education and training system that supports the lifelong learning needed to ensure a competitive future. Section 2, entitled "Executive Report of the Jobs for the Future Program," describes the context for change in Indiana, explores job skills workers need, reviews the vocational learning system, and proposes an ac-

tion plan with six strategies for successes. The third section consists of two papers on the situation in Mississippi. The first, called "Seizing the Future: A Commitment to Competitiveness," presents strategic recommendations for steps Mississippi needs to take to create a rising standard of living for all its citizens. The second paper, "Mississippi: A Globally Competitive People," describes current efforts to develop the skills and talents of the people of the state and suggests strategies to increase and improve these efforts. It looks at each target population, outlines the magnitude of need and key issues to address, summarizes current Mississippi practices to assist each group, and discusses best practices and recommendations for future action. The final section, called "The Missouri Challenge," analyzes Missouri's current competitive posture; assesses the problems and promise for Missouri businesses, workers, and government to compete; and offers an action plan for a future in which workers will have better skills. (YLB)

ED 336 538 CE 058 883

[Workforce Preparation Steps. Economic Change and the American Workforce. State Workforce Development for a New Economic Era. Volume IV.]

Jobs for the Future, Inc., West Somerville, MA. Spons Agency—Employment and Training Administration (DOL), Washington, D.C.

Pub Date—Jan 91

Contract—99-9-3485-98-009-02

Note—119p.; For other volumes in this series, see CE 058 881-882.

Pub Type—Guides - Non-Classroom (055) — Tests/Questionnaires (160)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Career Planning, Community Action, *Economic Change, *Economic Development, Economics, Education Work Relationship, Employer Attitudes, Futures (of Society), Games, Government Role, Job Development, Job Training, *Labor Force Development, Policy Formation, Postsecondary Education, State Government, State Programs, *Statewide Planning, Surveys, Technical Assistance

Identifiers—Colorado, Indiana, Mississippi, Missouri

This document describes the essential elements of jobs for the Future's (JFF) four-state work force preparation policy process. It begins with a brief outline of the following five steps: (1) use information to clarify necessary action; (2) create regional and community forums; (3) educate and empower the citizenry; (4) assess employer practices and needs; and (5) build a multisector constituency. Procedures for each step are summarized and each summary contains a list of technical assistance products that JFF developed in assisting states and communities in strengthening their work force preparation systems. Following the outline are three products available from JFF. The first of these, "Developing a Competitive Workforce," is a workbook to help communities in the State of Colorado identify and develop concrete educational initiatives to help people compete more effectively for jobs. The workbook's three primary sections concern the following topics: (1) defining work force issues; (2) setting priorities; and (3) developing an action plan. The workbook provides examples from other communities and lists of resources. The second product, "GamePlan," is a career opportunity learning game. This board game contains exercises that help individuals plan their future working lives. The third product, "Education and Training in the Missouri Economy: A Survey of Missouri Employers," is a report based on a survey of 10,000 employers, to which there were approximately 850 usable responses. Findings are reported that indicate a mismatch between the emerging workforce challenges and the business practices firms currently use to meet those challenges. (YLB)

ED 336 539 CE 058 884

Kowalik, Thomas F. Comp.

Continuing Education: A Capital Idea. Proceedings of the Annual Conference of Region II, National University Continuing Education Association (Washington, D.C., October 5-7, 1991).

National Univ. Continuing Education Association, Binghamton, NY. Region II.

Pub Date—Oct 91

Note—49p.

Pub Type—Collected Works - Proceedings (021)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adult Education, *College Programs,

*Continuing Education, Deans, Economics, Educational Needs, *Educational Trends, Education Work Relationship, Futures (of Society), Higher Education, Imagery, Liberal Arts, Program Evaluation, *Program Improvement, *School Business Relationship, *Student Recruitment
Identifiers—Shakespeare (William)

This document contains six presentations given at a conference that served as a forum for the discussion of the ideas and experiences of a variety of experts in adult and continuing education. The presentations are: "Intrastate Networks: Opportunities and Issues for Continuing Education" (panel discussion—Lorraine A. Cavaliere, Carol L. Newcomb, Barbara Adkins-Kennedy, Ronald L. Melchiorre, and Paul H. Hamlin); "Shakespeare for Adult Education Deans: Lessons from Liberal Learning" (Paul J. Edelson); "Measuring and Assessing Program Success in a Corporate Environment" (Donald A. Gogniat, Carol L. Newcomb, Sonja A. Evenslage, and Sally Wilding); "Education through the Past into the Future" (MaryAnn W. Johnson and Clinton Anderson); "Recession Busters: Successful Non-Credit Programming in Tough Economic Times" (T. Gregory Lynch); and "Visioning Your Future" (Thomas F. Kowalik). (KC)

ED 336 540 CE 058 886

Penn. Alexandria

Vocational Readiness: Preparing High School Students for the Literacy Demands of a High-Tech Workplace through Career Education, Material-Relativity, and Cooperative Problem-Solving Models.

Pub Date—91

Note—80p.; Ed.D. Practicum, Nova University.

Pub Type—Dissertations/Theses - Practicum Papers (043)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Basic Skills, Career Education, Curriculum Development, *Dropout Prevention, *English Instruction, High Schools, High School Seniors, Outcomes of Education, *Problem Solving, Program Effectiveness, *Program Implementation, Track System (Education), *Vocational Education

Identifiers—*Workplace Literacy

The project described in this paper attempted to provide vocationally tracked high school students with the literacy skills needed to compete successfully in today's high-technology work force. This attempt was carried out by: (1) assisting students in establishing their vocational objectives in order to focus on specific literacy requirements; (2) modifying and adapting texts and materials to students' specific vocational needs; (3) employing problem-solving and decision-making models of job literacy; (4) implementing cooperative team learning strategies; and (5) incorporating computer literacy and applications into a basic skills English curriculum. Corollary aims were to increase student, parent, and employer confidence in the curriculum and to reduce the dropout rate. Forty high school seniors enrolled in 2 basic skills English classes were targeted, with the 5 strategies implemented during a 12-week period. Results were positive and program objectives were met. Functional literacy test scores; student, parent, and employer surveys; and the dropout rate all showed improvement, although less than had been expected. Less-than-expected results were attributed to the measurement instrument for literacy used (Career Ability Placement Survey) and the program's brief time period. The report concludes with a recommendation to expand the program into a 3-year effort in vocationally tracked basic English courses. (The document includes 33 references. Appendices contain basic skills in English IV curriculum and student, parent, and employer surveys.) (KC)

ED 336 541 CE 058 887

Principles for Effective Literacy and Basic Skills Programs.

Massachusetts Interagency Literacy Group, Boston.

Pub Date—Dec 90

Note—24p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Basic Education, Adult Literacy, Ancillary School Services, *Basic Skills, Coordination, Data Collection, Followup Studies, Illiteracy, *Literacy Education, Orientation, *Program Administration, Program Development, *Program Effectiveness, Program Evaluation, Recruitment, Staff Development, State

Programs, *State Standards, *Statewide Planning, Student Evaluation
Identifiers—*Massachusetts

The principles set forth in these guidelines articulate a clear standard, endorsed by the Massjobs Council, of what constitutes effective service delivery and program management for literacy and basic skills. They are of use to local agencies in developing programs and to Regional Employment Boards in evaluating them. Section I sets forth the goals for an effective statewide literacy system and lists the elements such a system must include to achieve these goals. Section II discusses the elements of service delivery for effective programs, including recruitment, intake/orientation, assessment, the instructional component, support services, and follow-up. Each element is described, and an effective approach to each element is outlined. Section III addresses the following elements of program management for effective adult literacy and basic skills programs: program development, the staffing component, staff development, tracking/reporting/data collection, program evaluation, fiscal management, coordination with other programs, and governance. As in Section II, each element is described, and an effective approach is recommended. A special note to Regional Employment Boards and their Literacy Committee is included as an addendum. It gives suggestions for use of this booklet, adaptation of the goals for a particular region, review of literacy proposals, and development of quality programs. (YLB)

ED 336 542 CE 058 888

Edelson, Paul J.

Transitions: Research on the Success of Newer Deans and Directors of Continuing Education.

Pub Date—Apr 91

Note—15p.; Excerpts from this paper were presented at the Annual Conference of the National University Continuing Education Association (Miami, FL, April 20-23, 1991).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Administrator Attitudes, Administrator Characteristics, Administrator Education, Administrator Effectiveness, Administrator Qualifications, *Administrator Role, *Career Change, College Administration, College Programs, *Continuing Education, *Deans, Education Work Relationship, Entry Workers, Higher Education, Job Skills, Occupational Mobility, Promotion (Occupational), *Work Attitudes

During the period 1990-1991, a study was conducted of 13 deans and directors of continuing education who were in the first 3 years of their new positions. This group of newer deans and directors included some who were promoted to the position for the first time as well as those who had transferred from one deanship/directorship to another. The study identified factors that led to "easier" and "harder" transitions to the dean's or director's position and also how aspects of the job of leading a continuing education unit appear to change over time. The main determining factors for transitions seemed to be a familiarity with and understanding of the institution, experience in the director's role, and the value placed on continuing education at that institution. Directors having an "easier" transition had knowledge of the institutions, experience in the director's role, and were working in institutions in which continuing education was respected. The "outsiders," deans who were brought in from other institutions, were more experienced, had a broader sense of strategy, greater self-confidence, a stronger commitment to continuing education, and higher perceptions of support from the institution than those who had been promoted. The paper recommends follow-up research at a later date to see if the "newness" advantage of the "outsiders" had worn off after 3 years. (11 references) (Author/KC)

ED 336 543 CE 058 889

Jennings, Zellyne D.

Innovation in Tertiary Education in the Caribbean: Distance Teaching in the Faculty of Education at the University of the West Indies, Verandelingen No. 44.

Centre for the Study of Education in Developing Countries, The Hague (Netherlands).

Report No.—ISBN-90-6443-831-5

Pub Date—Feb 90

Note—26p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Access to Education, *Distance Education, *Educational Innovation, Educational Technology, Foreign Countries, Higher Education, Material Development, Postsecondary Education, *Program Development, *Program Implementation, *Teacher Education, *Teleconferencing, Telephone Communications Systems
Identifiers—*University of the West Indies (Jamaica)

The University of the West Indies Distance Teaching Experiment (UWIDITE) is an example of a conventional institution with a distance teaching department. The UWI is one of two regional universities serving a region covering 17 countries. Some countries are fairly prosperous; others are suffering severe economic difficulties. All the territories are culturally diverse, but their continuous political and economic ties with Britain have left the mark of the British on their educational systems. Governments have been critical of UWI's failure to respond to needs of the various territories. UWIDITE has enabled UWI to respond to the challenge of making education accessible. The system consists of a telephone link-up among seven countries. Each UWIDITE Center has a teleconferencing room equipped with microphones, loudspeakers, slow scan television, a telewriter, a scrambler, and a microcomputer. A priority of distance teaching has been teacher training, and a program leading to a Certificate in Education has been offered since 1983. The same lecturers who teach the conventional courses teach the UWIDITE courses and develop the materials. The program has not attracted as many students as expected. Student performance is not as high as that of students in conventional programs. Hardware maintenance, material development, and student feedback need to be improved. (13 references) (YLB)

ED 336 544 CE 058 890

Cooperative Demonstration Program to Train Aviation Maintenance Technicians. Final Report.

Alabama Aviation and Technical Coll., Ozark.

Spons Agency—Office of Vocational and Adult Education (ED), Washington, DC.

Pub Date—30 Jun 91

Contract—V199A00082

Note—95p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Aerospace Industry, Associate Degrees, *Aviation Mechanics, *College Programs, *Cooperative Programs, *Curriculum Development, *Institutional Cooperation, Job Training, *Technical Education, Two Year Colleges, Vocational Education

Identifiers—*Alabama Aviation and Technical College

The Alabama Aviation and Technical College, working with representatives of the aviation industry, the military, the Alabama Department of Aeronautics, and the Federal Aviation Administration, developed a training program for aviation maintenance technicians. The program also aimed to emphasize and expand opportunities for minorities, females, and other underrepresented groups to move rapidly into high-demand, high-salaried technician jobs in the aviation industry. During the project, the groups worked together to strengthen instruction, to eliminate duplicate paperwork in combining courses for mechanics and avionics, and to incorporate general education courses so that students could earn associate degrees. The course schedule was changed from a full-time technical model to collegiate scheduling, which allowed students to attend part time. Recruiting materials were developed. As a result of changed schedules and heavy recruiting, more than 50 students were enrolled, with 40 percent from underrepresented groups (11% are females and 18% are minorities). The project developed a vocational training model and curriculum that can be replicated for use in other two-year technical colleges. (A college catalog and recruiting materials are included in this document.) (Author/KC)

ED 336 545 CE 058 893

Investments in Tomorrow's Workforce: Corporate Partnerships for the Education, Training, and Employment of Disadvantaged Youth.

National Youth Employment Coalition, New York, NY.

Spons Agency—Employment and Training Administration (DOL), Washington, D.C.

Pub Date—May 89

10 Document Resumes

Note—38p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Advisory Committees, Business, *Community Organizations, *Corporate Support, Demonstration Programs, *Disadvantaged Youth, Industry, Mentors, On the Job Training, Postsecondary Education, Private Financial Support, Program Effectiveness, *School Business Relationship, *School Support, Secondary Education

Identifiers—*Partnerships in Education

This report describes innovative partnerships forged in recent years between U.S. businesses and public schools and between businesses and private, nonprofit employment and training programs for youth. Intended for businesses and youth service providers in school systems and private agencies, this report responds to questions from businesses about how other companies have gotten involved and suggests to education leaders how to formulate ideas and proposals to attract business investments. Part I is an introduction. Part II describes four corporate partnerships with the public schools: the Boston Compact, the Cleveland Initiative, the Compact Replication Project (an effort undertaken by the National Alliance for Business to replicate the Boston Compact in 12 cities), and the Partnership Project (Center for Human Resources at Brandeis University). Part III is organized around different categories of existing corporate/community-based organization (CBO) partnerships, with examples of successful arrangements described under each heading. Each program described is sponsored by a member of the National Youth Employment Coalition. The following categories are included: board of directors/advisory councils; mentors and advisors to clients; on-the-job training programs; and matching programs. Part IV discusses local and national sources for advice in forming a partnership and part V is a brief conclusion. An index provides names and addresses of program operators. (YLB)

ED 336 546

CE 058 894

Pritz, Sandra G.

The Global View of Vocational-Academic Integration.

Pub Date—13 Aug 91

Note—13p. Paper presented at the Michigan Vocational-Technical Education Policy Issues Forums (Kalamazoo, MI, August 13, 1991).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Education, Basic Skills, Education Work Relationship, *Global Approach, *Integrated Curriculum, *Interdisciplinary Approach, Job Skills, Learning Strategies, Postsecondary Education, Productivity, Secondary Education, Skill Development, *Transfer of Training, *Vocational Education

Education's central challenge is to prepare learners for contributory and satisfying lives in a global economy in which they are productive enough for the nation to be globally competitive. Being globally competitive means that the benefits of foreign trade accrue to all on the basis of each country's pursuing its comparative advantages intelligently. This is related to the integration of academic and vocational education, because human productivity depends on what one does (vocational) with what one knows (academic). The nature of changes need to be examined and rethought with a global perspective to allow for an intelligent response. The basic restructuring of the world indicated by trend shifts will not leave untouched the system that prepares people to produce within it. Learners must be taught transferable skills or processes to deal with resources, people, information, systems, and technology with a foundation of basic skills, thinking skills, and personal qualities. This lays the philosophical groundwork for another global view of vocational-academic integration—how it can serve as the foundation for the reform and restructuring of education. This reform is based on the meaningful restoration of the natural connection of academic concepts and vocational applications from the real world into the educational setting. The effect of such reform would be promotion of learning for all. Such an effort would involve partnership of business and industry with education. (YLB)

ED 336 547

CE 058 895

Myth #15: Management and Labor Agree on Literacy Goals.

Education Writers Association, Washington, DC.

Spons Agency—John D. and Catherine T. MacArthur Foundation, Chicago, IL.

Pub Date—Aug 91

Note—5p.

Journal Cit—Literacy Beat; v4 n3 Aug 1991

Pub Type—Collected Works - Serials (022) — Reports - General (140)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adult Basic Education, *Adult Literacy, *Educational Attitudes, *Educational Improvement, Employer Attitudes, *Labor Education, Labor Force Development, Labor Relations, *Literacy Education, Program Implementation, *Unions

Identifiers—*Workplace Literacy

Labor unions hold a somewhat different view of "workplace literacy" efforts than company management often does. Unions believe that workplace literacy programs should be voluntary and involve more than just "work" skills. As in union education of the past, union programs focus on education of the whole worker for life, not just for work. Unions want employers to educate workers for high-skill, well-paid, permanent jobs, not for low-skill, subsistence-wage jobs. Unions also believe that literacy education is only one component of more productive work and that it needs to go hand-in-hand with having the right technologies and structuring jobs for better results. Several successful literacy education programs are being conducted by unions, often in cooperation with management. One of these programs, a collaboration between Ford and the United Auto Workers, uses a whole-language approach to reading and a similar approach to mathematics. Other successful programs provide videocassettes for home study by workers. (KC)

ED 336 548

CE 058 903

Atwater, D. M. And Others.

Building Local Labor Market Dynamics into Workforce 2000. Research Report No. 53.

Office of the Chief of Naval Operations, Washington, DC.

Report No.—OPNAV-P16H-13-91

Pub Date—Aug 91

Note—39p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adults, *Employment Patterns, *Employment Projections, *Futures (of Society), *Human Resources, Labor Force, *Labor Market, *Labor Needs, Long Range Planning, Models, Research Methodology

Identifiers—*Workforce 2000

The Hudson Institute study, "Workforce 2000," created an awareness that labor markets are going to be dramatically different in the year 2000. The themes from Workforce 2000, events from the early 1990s, and the dynamics of local labor markets can be combined. At the analytical level, these three components form tracks that can be used to analyze the effectiveness of recruitment, hiring, training, and development. Workforce 2000 themes include a forecast that in the year 2000 there will be key shortages of skilled workers; divergent quality of life, income, and life prospects; and a culturally diverse work force. External key events include availability of skilled workers from Department of Defense cutbacks, the underrepresentation of females in higher decision-making jobs, and the challenge to seniority systems from the proposed Civil Rights Act of 1991. Human resource planning and forecasting models can be used to quantify specific job movements in local labor markets related to Workforce 2000 themes. A proposed human resource forecasting technology methodology uses the U.S. Navy's Availability (AVAIL) external labor market modeling system. It can be important in forecasting labor market differences in geographic areas and in specific occupations. (24 references) (KC)

ED 336 549

CE 058 906

Report and Recommendations of the Commission

for Occupational Education Excellence.

Steuben-Allegany Board of Cooperative Educational Services, Bath, NY.

Pub Date—May 91

Note—104p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Cooperative Programs, Educational Attitudes, *Educational Improvement, Educational Philosophy, *Educational Planning, Educational Practices, *Education Work Relationship,

Employment Potential, *Institutional Cooperation, Job Skills, Long Range Planning, Program Improvement, School Business Relationship, Secondary Education, *Vocational Education

Identifiers—*Boards of Cooperative Educational Services, New York

The Commission for Occupational Education Excellence was formed by the Steuben-Allegany (New York) Board of Cooperative Educational Services (BOCES). The commission included representatives from schools, businesses, parents and students, labor and teacher unions, other public agencies, postsecondary schools, and the BOCES. The commission's mission was to present recommendations to the BOCES board in May 1991 for student outcomes and instructional delivery to ensure excellence and accountability in local occupational education programs. The commission made the following general recommendations: (1) strengthen relationships among all stakeholders to result in meaningful and functioning partnerships and accountability; (2) promote cooperation among all entities to result in excellence of mastery/competency level vocational and academic programs; and (3) implement comprehensive, outcome-based assessments to support the strategic objective that students graduating from high school are prepared for college and/or employment. Specific recommendations were made in the areas of student outcomes, partnerships, delivery, life skills, assessment and guidance, and cooperation and communication. (This document includes the findings and recommendations of the commission, preceded by an executive summary and a summary of recommendations. Appendices include the text of remarks by the BOCES district superintendent, Rene L. Bouchard, and by Lorin Cooper, director of occupational education; a literature survey with 25 references; graduate characteristics and skills; scales for validation of basic and expanded basic skills; student outcomes; and a sample student schedule.) (KC)

ED 336 550

CE 058 909

Ames, Florette L.

A Health Education Program Designed To Increase Job-Seeking Skills for Workers' Compensation Claimants.

Pub Date—Jul 91

Note—52p. M.S. Practicum, Nova University.

Pub Type—Dissertations/Theses - Practicum Papers (043)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Adults, *Employment Potential, Injuries, Job Applicants, *Job Placement, *Job Search Methods, *Job Skills, Outcomes of Education, Program Effectiveness, Program Implementation, Vocational Rehabilitation, *Workers Compensation

Identifiers—*Job Clubs

A research project addressed the high unemployment rate of Workers' Compensation claimants by the formation of a job-seeking club. Unemployment statistics for this population were compiled. Five percent of the workers were skilled, 14 percent semiskilled, and 60 percent unskilled; 84 percent were male, 91 percent were white, and almost half lacked high school diplomas. Most had held jobs that were physically demanding. The target group consisted of six Workers' Compensation claimants who had permanent disabilities with physical restrictions, were able to work, and were willing to participate. Three preassessment tests were administered to determine existing job-seeking skills. Claimants then were asked to attend a 12-week program incorporating preemployment skills, job-seeking skills, and job search strategies. The results indicated increased posttest scores and increased job placement: half of the claimants found work in appropriate jobs, far surpassing the project's goal of 20 percent placement. The program was judged successful in increasing both job-seeking skills and job placement, and it was recommended for use with other populations lacking job search skills. (Appendixes include 21 references, a specialist-job seeker agreement, a job search test, a job application test, an interview skills test, and a job search log form.) (KC)

ED 336 551

CE 058 913

Further Education and Training of the Labour Force. Country Reports: Canada. = La formation complémentaire de la main-d'oeuvre. Canada.

Organisation for Economic Cooperation and Development, Paris (France).

Pub Date—90

Note—89p.; For related reports, see CE 058 914-918.

Language—English; French

Pub Type—Reports - Descriptive (141) - Multilingual/Bilingual Materials (171)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Adult Vocational Education, Educational Change, Educational Legislation, Federal Aid, Federal Government, Federal State Relationship, Foreign Countries, Government Role, *Government School Relationship, Industrial Training, *Job Training, *Labor Force Development, *Participation, Postsecondary Education, *Public Policy, State Aid, State Government

Identifiers—*Canada

Further education and training is well developed in Canadian public institutions and private trade or vocational schools. The federal government support is primarily devoted to the funding of institutional and industrial training. The federal, provincial, and territorial governments attempt to relate training to labor market needs. Corporations with education and training programs are the exception, and programs stress industry-specific training. An adult training survey showed that part-time and short-term training were the most prevalent forms. Although Canada's public institutions are designed primarily to meet educational needs of youth, a parallel system that caters to adult learners exists as an offshoot of this system. Surveys show that educational attainment and age are the strongest predictors of participation in job-related training and that hard-to-reach workers are more likely to take employer-offered courses. Education is a provincial matter; no national policymaking process for education exists. The main barriers to employer-sponsored training include a perceived insufficient return on investment, conflicts with production activities, and costs. Compensatory strategies are being introduced to reduce imbalances in the functioning of the education and training market. Institutions are trying to implement more effective and flexible delivery mechanisms, and the government is attempting to make training more accessible to targeted groups. (English- and French-language versions of the report appear on parallel pages.) (YLB)

ED 336 552 CE 058 914

Further Education and Training of the Labour Force. Country Report: The Netherlands. Organisation for Economic Cooperation and Development, Paris (France).

Pub Date—90

Note—50p.; For related reports, see CE 058 913-918.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Adult Vocational Education, Educational Legislation, Federal Aid, Federal Government, Foreign Countries, Government Role, *Government School Relationship, Industrial Training, *Job Training, *Labor Force Development, *Participation, Postsecondary Education, Public Policy, Training Allowances, Unemployment

Identifiers—*Netherlands

In the Netherlands, 15 to 17.5 percent of the working age population participated in further education and training for adults in 1985-88. Enterprises, state ministries, and private institutions supply adult education; enterprises, ministries, and sectoral institutions finance it. The Ministry of Education and Sciences provides basic education, part-time general education, vocational education, and higher education. The Ministry of Social Affairs and Employment provides training for information and automation jobs, a framework scheme (in which local authorities subsidize training costs for those certain to be employed), adult education, the dual system, centers for training, and centers at a lower educational level. Private industries offer correspondence courses, nonformal oral education, and enterprise-based training. Enterprises offer training for their own personnel. The government policy concerning adult education is intended to create an open system of education and training. State-endowed institutions can offer training to the private sector, social organizations, and individuals on a self-supporting basis. The Netherlands is promoting a more market-oriented approach to vocational education through involvement of employers and trade unions and contract education. Trends include increased participation of the unemployed and increased government involvement in employee

training. Political and economic factors influence adult education provision and participation. (Four appendixes provide statistical information.) (YLB)

ED 336 553 CE 058 915

Further Education and Training of the Labour Force. Country Report: New Zealand. Organisation for Economic Cooperation and Development, Paris (France).

Pub Date—90

Note—77p.; For related reports, see CE 058 913-918.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Adult Vocational Education, Educational Change, Educational Legislation, Education Work Relationship, Federal Aid, Federal Government, Foreign Countries, *Government Role, *Government School Relationship, Industrial Training, *Job Training, *Labor Force Development, *Participation, Postsecondary Education, Public Policy

Identifiers—*New Zealand

In New Zealand, secondary schools, polytechnics, and universities are the main educational institutions undertaking further education and training of the labor force. In recent years, the two major strands—trades and technical education and general academic studies at the university—have gradually been supplemented by a range of transitional education and labor market training programs. A more varied pattern of provision has evolved with separate arrangements for funding and certification and different accountability structures for training providers. Pressures for the reform of the postcompulsory education and training system need to be understood within the context of changes in New Zealand related to economic and structural changes, technological changes, changes in the work force, unemployment, and a more complex transition from school to work. Reform of the current system has been advocated on a number of grounds, such as the quantity and quality of training, problems of access and equity, and administration and funding of further education and training. The concept of a "market" for further education and training can be defined by examining the factors that influence the supply and demand for training and the factors that are likely to influence the investment decision by individuals and firms. The government has a role in the funding and certification. (Appendixes include 11 pages of data tables and a list of 13 references.) (YLB)

ED 336 554 CE 058 916

Further Education and Training of the Labour Force. Country Report: Sweden. Organisation for Economic Cooperation and Development, Paris (France).

Pub Date—90

Note—94p.; For related reports, see CE 058 913-918.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Adult Basic Education, *Adult Vocational Education, *Continuing Education, Educational Change, Educational Legislation, Education Work Relationship, Enrollment Influences, Federal Aid, Federal Government, Foreign Countries, *Government Role, *Government School Relationship, Industrial Training, Job Training, *Labor Force Development, *Participation, Postsecondary Education, Public Policy

Identifiers—*Sweden

Education is the strategic instrument for the overriding aim of Sweden's economic policy—full employment. The fundamental idea of the Swedish school system is to include all citizens. Youth education is intended to take the form of comprehensive, integrated schooling with no dead ends. Adult education occupies a strong position by international standards. Adult and continuing education in Sweden is still an expanding enterprise. Types of formal education are municipal and national education, adult basic education, municipal adult education, and distance education. Popular adult education includes folk high schools and study circles. Other providers of adult education are public and private employers, trade unions, and education enterprises. The national system makes available financial study assistance. Employees have been entitled by law to educational leave since 1975. Various factors influence adult participation: societal determinants, such as the structure and distribution of prior education of the work force; provision of learning options throughout the country; admission

requirements; institutional and individual barriers to learning; and the development of an efficient adult pedagogy. The 1980s were characterized by an increasing market orientation and privatization. The educational future of a learning society presents a number of fields and problems with a growing need for more knowledge and information. (42 references) (YLB)

ED 336 555 CE 058 917

Further Education and Training of the Labour Force. Country Report: United Kingdom. Organisation for Economic Cooperation and Development, Paris (France).

Pub Date—90

Note—72p.; For related reports, see CE 058 913-918.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Adult Vocational Education, *Continuing Education, Educational Change, Educational Legislation, Education Work Relationship, Federal Aid, Federal Government, Foreign Countries, *Government Role, Government School Relationship, Industrial Training, *Job Training, *Labor Force Development, *Participation, Postsecondary Education, Public Policy

Identifiers—*United Kingdom

Further education is provided by local authorities in the United Kingdom in fulfillment of their statutory duties under the Education Reform Act (ERA) of 1988. Through the ERA and its counterparts in Scotland and Northern Ireland, the government aims to increase the efficiency and effectiveness of further education colleges. Educational finance includes student grants and local education agency funding of further education colleges. Labor market programs in Great Britain are delivered via the Training Agency. The government's primary training programs include the Youth Training Scheme, Community Industry Scheme, Employment Training, the Job Training Programme (Northern Ireland), and Business Growth Training. Other providers of education and training (employers; trade unions, through the Trade Union Congress; and private providers) are funded by central government departments other than those with main responsibility for education and training. Three main types of provider are publicly funded institutions, nonprofit providers with a reasonable degree of autonomy from government, and for-profit providers. Competition within local markets appears to be based on reputation and quality of provision. Sources of information about further education and training include the Careers Service, prospecti, databases, and the media. About 300 examining and validating and professional bodies are involved in vocational education and training. (YLB)

ED 336 556 CE 058 918

Further Education and Training of the Labour Force. Country Report: United States. Organisation for Economic Cooperation and Development, Paris (France).

Pub Date—90

Note—98p.; For related reports, see CE 058 913-917.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Adult Education, Adult Vocational Education, *Continuing Education, Educational Change, Educational Legislation, Education Work Relationship, Federal Aid, Federal Government, Federal State Relationship, Futures (of Society), *Government Role, Government School Relationship, Industrial Training, Job Skills, *Job Training, *Labor Force Development, Lifelong Learning, Postsecondary Education, Public Policy, State Government, *Technological Advancement

Identifiers—*United States

A heuristic revolution, a new wave of learning technology, is about to transform not only the nature of education and training but the entire U.S. economy. By the end of the century, "knowledge jobs" will be the main employment of nearly three out of four workers in the U.S. economy. Swiftly progressing technologies are making automated instructional systems ever more effective. The learning enterprise has become the pivotal business in a new age when intellectual capital and human capital have become the cornerstones of prosperity. Knowledge work is rapidly becoming the major form of employment. As human capital becomes the key requirement of economic development, the U.S. human capital infrastructure is being exposed as seri-

ously inadequate. Key actors in forming and directing the U.S. learning enterprise are the federal and state governments, formal education, employers, commercial sector, and "hidden matter" (cable television, periodicals, and instruction manuals). The persistence of the outmoded paradigm within which the learning enterprise traditionally has been envisioned is spawning growing gaps in the creation and adoption of potent new heuristic technology, measures of the learning enterprise's true performance, and public and private policies. How beneficial the revolution will be and who will benefit depend on choices and commitments being made today by the leaders and people of the United States. (67 references, 82 notes) (YLB)

ED 336 557 CE 058 923

Pratt, Clara. And Others.

Perspectives on Aging: Bridging the Generation Gap. Oregon Home Economics Curriculum Model.

Oregon State Univ., Corvallis.

Spons Agency—Oregon State Dept. of Education, Salem. Div. of Vocational Education.

Pub Date—Aug 86

Note—251p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC11 Plus Postage.

Descriptors—*Aging (Individuals), Basic Skills, Communication Skills, Community Resources, Community Services, Demography, *Educational Gerontology, Family Life, *Family Relationship, High Schools, Occupational Home Economics, Older Adults, Student Volunteers, Teaching Guides, Well Being

This gerontology curriculum model for high school family life programs in Oregon is organized by concepts, objectives, strategies, resources, generalizations, and evaluation techniques. There are eight curriculum concepts and objectives in this guide: (1) attitudes; (2) factors affecting aging; (3) demography; (4) well-being in later life; (5) communication skills; (6) family relationships; (7) community resources; and (8) service learning. The curriculum concepts are numbered. The resource materials for each objective are indexed with the same number. Each objective contains a generalization, strategies, and resources. Each concept section may contain tests, answers, readings, and learning activities. In addition, this guide contains a glossary of terms and list of resource materials. (NLA)

ED 336 558 CE 058 925

Quality Matters: Business and Industry Quality Models and Further Education.

Further Education Unit, London (England).

Report No.—ISBN-1-85338-241-8

Pub Date—Aug 91

Note—16p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Accountability, College Administration, Continuing Education, *Curriculum Evaluation, *Educational Quality, Foreign Countries, Inspection, Instructional Effectiveness, *Models, Postsecondary Education, Program Effectiveness, Program Implementation, *Quality Control, School Effectiveness, *Standards, Vocational Education

Identifiers—*British Standards Institution, Great Britain, *Total Quality Management

This bulletin provides descriptions of two of the most widely used business and industry quality models—the British Standards Institution system (BS5750) and Total Quality Management (TQM). The focus is on applications of the models in further education colleges. The first section clarifies what the term "quality" means, in general and in the two models, and examines such terms as quality control, quality assurance, quality system, continuous quality improvement, standard, process, learner, and teacher. The next section addresses the context within which the two models are examined. Another section describes the two models and their implementation. The BS5750 is described as a general standard to which a quality management system must conform in order to obtain a system registration mark. The description of TQM includes a discussion of its five guiding principles: creation of an appropriate climate, focus placed on the customer, management by data/fact, people-based management, and continuous quality improvements. Issues for education and training are then considered. The different philosophies and ways of operating and of managing and the different objectives of the two approaches are discussed. "Quality"

inspections already in place in colleges are examined in the context of the two models. A final section describes activities in colleges regarding the choice of a model. (35 references) (YLB)

ED 336 559 CE 058 927

JTPA 8% Education Coordination and Grants

Funds and Carl Perkins CBO/LEA Funds. Summary of Projects Funded. Program Year 1991.

Washington State Board for Vocational Education, Olympia.

Pub Date—Aug 91

Note—41p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Community Organizations, *Cooperative Programs, Demonstration Programs, Employment Programs, Federal Programs, High School Equivalency Programs, *Job Training, Postsecondary Education, Program Implementation, *School Districts, Secondary Education, *State Programs, Two Year Colleges

Identifiers—Carl D Perkins Vocational Education Act 1984, *Job Training Partnership Act 1982, *Washington

This paper describes 8 Joint Carl Perkins and Job Training Partnership Act (JTPA) 8 Percent projects and 18 JTPA 8 Percent Education Coordination and Grants projects funded in the state of Washington during the 1991 program year. For the Joint Carl Perkins and JTPA 8 percent projects, the following information is provided in two-page summaries: training organization, partner, contract amount, number to be served, duration of contract, contact person and address, project summary for JTPA and community-based organization/local education agency components, partnership information, and projected outcomes of each component. The following information is provided in one-page summaries for the JTPA 8 Percent Education Coordination and Grants programs: training organization, contract amount, duration of contract, number to be served, project summary, partnerships, and projected outcomes. A one-page summary describes the process leading to recommendations for funding. (KC)

ED 336 560 CE 058 937

Ricard, Virginia B.

Techniques: Developing Learning Modules for Adults.

Pub Date—90

Note—5p.

Journal Cit—Journal of Adult Education; v18 n2 insert Spr 1990

Pub Type—Journal Articles (080) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Adult Education, Behavioral Objectives, *Competency Based Education, Individual Instruction, Learning Activities, *Learning Modules, Material Development, Small Group Instruction, *Teacher Developed Materials

A learning module is a competency-based tool focused on what a learner will know or be able to do as a result of using the tool. Modules are especially suitable for outcome-based adult learning programs that emphasize self-direction and individual or small group approaches. Although learning modules vary greatly, six essential components are as follows: a statement of purpose, introduction to module use, learning outcomes, learning activities, learning resources, and evaluation procedures. For a module to be useful, congruence must be evident between learner needs and its content. Special attention should be directed to outcomes, activities, and evaluation procedures. Effective modules outline material clearly and attractively. Content is distributed logically and creatively; information is accessible. An outline of content should be completed prior to development of any written or audiovisual material. An arrangement for a typical, well-organized module is as follows: cover and back pages, title page, copyright page, statement of purpose, table of contents, foreword, learning session chapters, and appendices. (YLB)

ED 336 561 CE 058 938

Beaudin, Bart P.

Techniques: Methods for Identifying Ideas for Sponsored Projects.

Pub Date—90

Note—4p.

Journal Cit—Journal of Adult Education; v19 n1 insert Fall 1990

Pub Type—Journal Articles (080) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Adult Education, Adult Educators, *Brainstorming, Cognitive Mapping, *Creative Thinking, *Problem Solving, Professional Development, *Program Proposals, Proposal Writing

This article highlights the sources and methods that will help the adult educator discover ideas that can be developed into unsolicited proposals for the funding of projects. The following sources of ideas are listed: colleagues and friends, literature reviews, current events in the popular press, speeches by noted authorities, proceedings of learned societies, and funding agencies. Generating ideas alone is then suggested. The steps in the clustering technique, a nonlinear brainstorming process similar to free association, are described. Starting an idea file is then suggested as an organized means for storage and retrieval. Incubation is recommended as the final step. (YLB)

ED 336 562 CE 058 939

Keenan, Thomas P. Braxton-Brown, Greg

Techniques: Coach, Consultant, Critic, Counselor:

The Multiple Roles of the Responsive Facilitator.

Pub Date—91

Note—5p.

Journal Cit—Journal of Adult Education; v19 n2 insert Spr 1991

Pub Type—Journal Articles (080) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Adult Education, Computer Science Education, Consultants, Counselors, Criticism, Experiential Learning, Programing Languages, Student Experience, *Student Projects, Teacher Effectiveness, Teacher Responsibility, *Teacher Role, *Teaching Methods, Tutors

Responsive facilitation is an interactive orientation to formal learning that requires an individual to assume a variety of roles and to be comfortable with diverse methodologies. The major roles assumed are coach, consultant, critic, and counselor. As illustrated by the redesign of an introductory computer science course, these practices can be carried on together in a consistent and mutually supportive fashion. The coach/professor meets with teams of students to give advice and encouragement, provides feedback and suggests additional resources, reads project proposals, and writes a response with suggestions. After the proposal has been evaluated and returned, the professor switches to the role of consultant. The consultant clarifies details, initiates discussion of problems of general interest in class, handles difficult problems after class, and supplements in-class consulting with scheduled office hours. As a critic, the professor provides feedback on the proposal and evaluates the finished project. The counseling function requires patience and compassion. The roles can co-exist, provided the roles are discussed with the students. Through the discussion of roles, learners come to understand the shared responsibility of learning and the organizational reality of differential evaluation (grades). (YLB)

ED 336 563 CE 058 944

Rudner, Lawrence M. Deutermann, William V., Jr.

Job Demand in the Cosmetology Industry.

LMP Associates, Inc., Chevy Chase, MD.

Spons Agency—National Accrediting Commission of Cosmetology Arts and Sciences.

Pub Date—Aug 91

Note—54p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Cosmetology, Demand Occupations, *Employment Opportunities, *Employment Patterns, *Employment Projections, *Entry Workers, Futures (of Society), Labor Market, Labor Needs, Labor Supply, Postsecondary Education

In order to determine job demand in the cosmetology industry, a survey was made of a nationally representative stratified random sample of 1,454 beauty salons, barber shops, and unisex salons in July 1991. Salon owners were asked about 1990 and their plans for the future. Survey results were supplemented with information about the industry provided by 15 large chains, employing between 58 and 34,000 hair care professionals each (a total of 70,000 professionals represented). Information was also garnered from the "Milady Cosmetology State Board Guides." Key findings include the following: (1) during 1990 there were more than five job openings for every newly licensed person, and more than

131,000 openings were for entry-level positions; (2) 1,265,000 professionals were employed by salons in December 1990 and 65 percent were full time; (3) the number of salons has been increasing approximately 2 percent per year for the past 5 years; (4) there are 1.8 job openings per salon nationwide; (5) the highest proportion of job openings is in the Northeast and West, the lowest in the North Central and Southern states; (6) the South provides the most job opportunities for new licensees; and (7) approximately 40,000 entry-level positions went unfilled in 1990. (An appendix contains 16 tables of data from the survey. There are 10 references.) (KC)

ED 336 564 CE 058 945

Prediger, Dale J. Brandt, William E.

Project CHOICE: Validity of Interest and Ability Measures for Student Choice of Vocational Program. ACT Research Report Series 90-2.

American Coll. Testing Program, Iowa City, Iowa. Pub Date—May 90

Note—74p.

Available from—ACT Research Report Series, P.O. Box 168, Iowa City, IA 52243.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Aptitude Tests, *Career Choice, *High Schools, *High School Seniors, *Interest Inventories, *Interest Research, *Participant Satisfaction, *Predictive Measurement, *Predictive Validity, *Program Effectiveness, *Student Evaluation, *Vocational Education, *Vocational Evaluation, *Vocational Interests

Identifiers—*Career Planning Program

A project was conducted to determine whether vocational interest and ability measures can help high school students identify vocational education programs in which they will experience satisfaction and success. Six Career Planning Program (CPP) interest measures and 15 ability measures were administered to 2,101 seniors in 19 area vocational-technical schools. At least 20 satisfied, successful seniors (as determined from student and instructor ratings) were enrolled in each of 24 diverse vocational programs. The 24 programs were grouped into six job clusters similar to Holland's occupational types. Multivariate analyses showed that job cluster differences were statistically significant as well beyond the .0001 level. Generally, students' interest and ability scores were congruent with the content of their vocational programs. About four out of five satisfied and successful seniors would have been referred, by their CPP score report, to the job cluster containing the vocational program they completed. Thus, vocational interest and ability measures appear to have potential for benefiting large numbers of prospective vocational students. (The report contains 37 abstracted reports of research and issues in testing and career guidance and 16 references, in addition to numerous tables and charts and a description of ACT Career Planning Program materials.) (Author/KC)

ED 336 565 CE 058 946

Vansickle, Timothy R. Prediger, Dale J.

Mapping Occupations: A Longitudinal Study Based on Vocational Interests. ACT Research Report Series 90-11.

American Coll. Testing Program, Iowa City, Iowa. Pub Date—Dec 90

Note—54p.

Available from—ACT Research Report Series, P.O. Box 168, Iowa City, IA 52243.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Aptitude Tests, Congruence (Psychology), *Education Work Relationship, *Higher Education, *Interest Inventories, *Longitudinal Studies, *Predictive Validity, *Research Methodology, *Vocational Interests

Identifiers—*Hollands Hexagonal Model

A procedure for using the interest scores of occupational group members to locate (map) occupations on Holland's (1969, 1971) hexagon is described. The procedure locates occupations throughout the hexagon—not just at six points. Score profiles for Holland's six types were obtained from administration of the Unisex Edition of the ACT Interest Inventory (UNIACT) approximately 8 years prior to determining the occupations of 3,612 four-year college alumni. The hexagon locations of 51 occupations pursued by these alumni were determined through the application of hexagon-based weights to their score profiles. The weights convert the profiles to scores on the data/ideas (D/I) and things/people (T/P) work task dimensions that un-

derlie Holland's hexagon. Several applications of hexagon locations are described, including a Hexagon Congruence Index (HCI) that reports person-occupation and other congruence on a scale anchored to the hexagon. The HCI can be used with six-score profiles of Holland's types, three-letter codes, two-letter codes, high-point codes, or any combination of these reporting procedures. (Appendixes include a description of procedures used to analyze statistical significance of occupational differences; UNIACT, D/I, and T/P mean scores for 51 occupational groups; six-score profiles for selected occupational groups; and occupations most congruent with each Holland type, as determined by the HCI. There are 35 references. (Author/KC)

ED 336 566 CE 058 947

Elson, Donald E. And Others

A Look at Planning and Evaluation Linkages across the Nation.

National Center for Research in Vocational Education, Berkeley, CA.

Spons Agency—Office of Vocational and Adult Education (ED), Washington, DC.

Pub Date—Sep 91

Contract—V051A80004-90A

Note—28p.

Available from—National Center for Research in Vocational Education Materials Distribution Service, Horrabin Hall 46, Western Illinois University, Macomb, IL 61455 (order no. MDS-133: \$1.00).

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Case Studies, *Educational Planning, *Educational Research, *Evaluation Utilization, *National Surveys, *Postsecondary Education, *Program Evaluation, *Secondary Education, *Statewide Planning, *Vocational Education

Identifiers—*Linkage

The purpose of a research project was to identify approaches for improving the use of evaluation data through better linking of state-level evaluation and planning. The first phase included a review of literature in education and related disciplines and a national survey to elicit information from 55 states and territories concerning evaluation and planning linkages; 43 states responded. Although no single organizational structure category of the 12 organizational structures identified appeared best to accommodate planning and evaluation linkages, a model with separate boards for secondary and postsecondary education and with formal planning procedures or committees represented a deliberate effort to make planning and evaluation a more visible and coordinated process. The second phase involved determination of suggested strategies for improving planning and evaluation linkages. Findings were used to develop interview procedures for case studies in the third phase in a western, midwestern, and eastern state. Focuses were on ways in which planning and evaluation were mutually supportive and factors that encouraged and impeded linking of planning and evaluation. The research identified nine interrelated and mutually important factors as incentives for linking planning and evaluation. Planning's impact on evaluation came primarily through formal assurances or guidelines. Evaluation had its impact on planning in program improvement, staff development, and compliance with federal regulations. (YLB)

ED 336 567 CE 058 948

Phelps, L. Allen And Others

Vocational Education for Special Populations: Recommendations for Improving State Policy.

National Center for Research in Vocational Education, Berkeley, CA.

Spons Agency—Office of Vocational and Adult Education (ED), Washington, DC.

Pub Date—Sep 91

Contract—V051A80004-88A

Note—65p.

Available from—National Center for Research in Vocational Education Materials Distribution Service, Horrabin Hall 46, Western Illinois University, Macomb, IL 61455 (order no. MDS-031: \$3.25).

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Access to Education, *Demonstration Programs, *Educational Legislation, *Educational Research, *Employment Patterns, *Enrollment, *Federal Legislation, *Literature Reviews, *Mainstreaming, *Outcomes of Education, *Postsecondary Education, *Program Effectiveness,

ness, Public Policy, Racial Integration, Secondary Education, Sex Discrimination, Sex Fairness, *Special Needs Students, State Government, *Vocational Education

Three aspects of equity embedded in the Carl D. Perkins Vocational Education Act of 1984 were examined through a review of the research literature: access, program effects, and student outcomes. The analysis suggested that access to vocational education programs for disabled students improved in recent years, disadvantaged and poor students continued to be significantly overrepresented in many programs, and limited-English-proficient students had very little access to vocational education. Little empirical evidence documented effects of different program approaches or components. A broadly defined list of "components" or "practices" that tended to be supported by case study data was developed, although studies frequently cautioned that much of what was observed was unique to the program setting. Administrative support and adequate financial support appeared to be important. In regard to student outcomes, the differentials in earnings and labor force participation between majority groups and special populations completing high school vocational education programs appeared to be reduced. The following strategies were outlined to enhance access to and attainment of equitable outcomes for vocational special needs students: (1) use of an access ratio; (2) development of guidelines that incorporate components of effective programs; (3) development of computer-based tracking systems; and (4) development of performance outcomes. (82 references) (YLB)

ED 336 568 CE 058 949

Grubb, W. Norton And Others

Readin', Writin', and 'Rithmetic One More Time:

The Role of Remediation in Vocational Education and Job Training Programs. A Report to Congress, the Secretary of Education, and the Secretary of Labor.

National Center for Research in Vocational Education, Berkeley, CA.

Spons Agency—Office of Vocational and Adult Education (ED), Washington, DC.

Pub Date—Sep 91

Contract—V051A80004-91A

Note—160p.

Available from—National Center for Research in Vocational Education Materials Distribution Service, Horrabin Hall 46, Western Illinois University, Macomb, IL 61455 (order no. MDS-309: \$6.00).

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Adult Basic Education, Adult Education, Adult Literacy, *Basic Skills, *Educational Research, *Employment Programs, *Federal Legislation, *Federal Programs, *Illiteracy, *Instructional Effectiveness, *Integrated Curriculum, *Job Training, *Literacy Education, *Literature Reviews, *Postsecondary Education, *Program Effectiveness, *Remedial Instruction, *Remedial Programs, *Teaching Methods, *Two Year Colleges, *Vocational Education

Identifiers—Job Training Partnership Act 1982, Workplace Literacy

A need for remediation has been increasingly apparent within vocational education and job-related skill training. The current debates about basic skills and literacy reveal ambiguities in the definition of the problem and the focus of the concern. Telephone questionnaires and program visits provided information about remedial offerings within vocational education, Job Training Partnership Act programs, and welfare-to-work programs in 23 regions located in 9 states. Results show the type of remediation provided, the existing coordination, and the lack of information in the existing system. An assessment of the effectiveness of current remedial efforts indicates that an extensive literature describes good practice in adult education and remediation based largely on experience, but that there are few outcome evaluations of remedial programs, and many are based on inappropriate research designs. The dominant approach of "skills and drills" has proved to violate most conventions of good practice in adult education, and there is evidence that the pedagogical methods of most remedial programs are inappropriate. Alternatives to skills and drills are a "meaning-making" approach, "eclectic" approaches, functional context literacy training, and other programs that integrate remediation with job skills training. Issues with implications for future policy are effectiveness, appropriate pedagogy, and

purpose of remediation. (Appendixes include 146 references, a 36-item bibliography, and the interview protocol.) (YLB)

ED 336 569 CE 058 952

Warren, Toni McCarthy And Others

Illinois Guidance by Objectives. Building Fairness: Creating and Implementing Equity Programs. A Guide for EFE Systems.

Illinois State Univ., Normal. Dept. of Specialized Educational Development.

Spons Agency—Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.

Pub Date—Jun 88

Note—31p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Career Choice, Career Education, Curriculum, Curriculum Evaluation, Federal Legislation, Inservice Teacher Education, *Instructional Material Evaluation, *Needs Assessment, Nontraditional Occupations, *Program Development, *Program Implementation, *Sex Fairness, *Vocational Education

Identifiers—Carl D Perkins Vocational Education Act 1984, *Illinois

This guide provides a basic understanding of sex equity concepts and Illinois' Building Fairness campaign. It identifies key issues and populations, raises awareness of applicable activities and resource assistance, and contributes to the knowledge base required for developing equity advocates. An introduction defines sex equity and "Building Fairness." Overviews are provided of the Carl D. Perkins Vocational Education Act and other sex equity legislation. The next section discusses key Building Fairness personnel and resources: Vocational Education Program Improvement Building Fairness Plan, Building Fairness Needs Assessment, Building Fairness Coordinator, and Building Fairness Consultant. Identification of needs and use of information from the Building Fairness Needs Assessment are then addressed. The following section provides direction for initiating a plan for the target areas identified within the Needs Assessment. Specific methods for addressing equity issues are described, along with examples of activities for taking action. Questions addressing specific issues are provided; answers can be used as the basis for inservice training. The following areas are targeted: vocational instructors, administrators, counselors, evaluation of curriculum materials, students, parents, and the community. Eleven resources are listed. (YLB)

ED 336 570 CE 058 953

Bansberg, William H. And Others

Student Services Handbook.

Illinois State Univ., Normal. Dept. of Specialized Educational Development.

Spons Agency—Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.

Pub Date—Apr 88

Note—202p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—*Ancillary School Services, Articulation (Education), Career Counseling, Career Education, Career Planning, Committees, Cooperative Programs, *Counseling Services, Educational Counseling, Educational Planning, Follow-up Studies, Individual Counseling, *Job Placement, Needs Assessment, Occupational Information, Program Development, Program Implementation, Regional Cooperation, *Regional Programs, Secondary Education, Student Educational Objectives, *Student Evaluation, Two Year Colleges, *Vocational Education

Identifiers—*Illinois

This handbook provides practical assistance to all personnel involved with the development, organization, and maintenance of student services within the Illinois Education for Employment system. Part I focuses on organization of the Student Services Committees (SSCs). It defines student services; outlines considerations in the organizational aspects of forming, operating, and maintaining a SSC; describes management tasks; discusses needs assessment development and use; considers the methodology for student services plan development; and discusses articulation for regional student services. Examples are provided of how other committees have addressed the tasks. Part II focuses on the components of regional student services. It describes general counseling and provides sample gen-

eral counseling activities for regional systems and sample regional planning for general counseling services. A chapter outlines considerations related to assessment and evaluation to be weighed in development of the Student Services Plan. Other topics are sources of labor market and occupational information and its integration into the regional plan and education and career planning and its integration into the regional plan. Finally, student placement is defined, and sample placement activities for regional student services and sample regional planning for regional placement services are provided. Follow-up is briefly addressed. Part III lists six resource organizations. (YLB)

ED 336 571 CE 058 955

Reneau, Fred And Others

V-TECS Criterion-Referenced Test Item Bank for Radiologic Technology Occupations.

Southern Illinois Univ., Carbondale. Dept. of Vocational Education Studies.

Spons Agency—Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.

Pub Date—Jun 88

Note—141p.

Pub Type—Tests/Questionnaires (160)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Allied Health Occupations, *Allied Health Occupations Education, Competency Based Education, *Criterion Referenced Tests, Item Banks, Multiple Choice Tests, Nuclear Technology, Objective Tests, Postsecondary Education, *Radiologic Technologists, Secondary Education, *Test Items

This Vocational-Technical Education Consortium of States (V-TECS) criterion-referenced test item bank provides 696 multiple-choice items and 33 matching items for radiologic technology occupations. These job titles are included: radiologic technologist, chief; radiologic technologist; nuclear medicine technologist; radiation therapy technologist; and ultrasound technologist. The following information is provided in code format for each test item: catalog number; state; date; item type; duty; task; learning domain; number of graphics; answer; and unique number. (YLB)

ED 336 572 CE 058 956

Reneau, Fred And Others

V-TECS Criterion-Referenced Test Item Bank for Ornamental Horticulture Production Occupations.

Southern Illinois Univ., Carbondale. Dept. of Vocational Education Studies.

Spons Agency—Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.

Pub Date—Jun 88

Note—72p.

Pub Type—Tests/Questionnaires (160)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Agricultural Education, Competency Based Education, *Criterion Referenced Tests, Item Banks, Multiple Choice Tests, Nursery Workers (Horticulture), Objective Tests, *Ornamental Horticulture, *Ornamental Horticulture Occupations, Plant Growth, *Plant Propagation, Postsecondary Education, Secondary Education, *Test Items

This Vocational-Technical Education Consortium of States (V-TECS) criterion-referenced test item bank provides 325 multiple-choice items and 18 matching items for ornamental horticulture production occupations. Job titles covered are specialty grower, plant propagator, and horticultural worker I and II. The following information is provided in code format for each test item: catalog number; state; date; item type; duty; task; learning domain; number of graphics; answer; and unique number. (YLB)

ED 336 573 CE 058 957

Reneau, Fred And Others

Radiologic Technology Occupations. Curriculum Guide.

Southern Illinois Univ., Carbondale. Dept. of Agricultural Education and Mechanization.

Spons Agency—Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.

Pub Date—Jun 88

Note—1,099p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF08/PC44 Plus Postage.

Descriptors—*Behavioral Objectives, *Classroom

Techniques, Competency Based Education, Course Content, *Job Performance, *Job Skills, Job Training, *Learning Activities, Lesson Plans, Postsecondary Education, *Radiologic Technologists, Radiology, Secondary Education, Teaching Methods, Test Items

This guide delineates the tasks and performance standards for radiologic technology occupations. It includes job seeking skills, work attitudes, energy conservation practices, and safety. The guide is centered around the three domains of learning: psychomotor, cognitive, and affective. For each duty, the following are provided: task, standard of performance, source of standard, conditions for performance, enabling objectives, resources, teaching activities, criterion-referenced measure, performance guide, and evaluation checklist. Topics covered include administrative and clerical functions, patient care, support services, testing/therapeutic procedures, radiation safety, and continuing education. Appendixes include (1) task lists and job titles; (2) definitions; (3) a tool and equipment list; and (4) a 295-item bibliography, a 48-item state-of-the-art bibliography, and lists of 6 professional organizations, 15 scholarly journals, 41 textbooks, 9 videotapes, 13 slide presentations, and 9 sources of standards. (KC)

ED 336 574 CE 058 958

Reneau, Fred And Others

Ornamental Horticulture Production Occupations. Curriculum Guide.

Southern Illinois Univ., Carbondale. Dept. of Agricultural Education and Mechanization.

Spons Agency—Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.

Pub Date—Jun 88

Note—83p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF05/PC34 Plus Postage.

Descriptors—Agricultural Education, Behavioral Objectives, Business Administration, *Competency Based Education, Criterion Referenced Tests, Curriculum Guides, Equipment Maintenance, *Harvesting, Job Skills, Learning Activities, *Ornamental Horticulture, *Ornamental Horticulture Occupations, Plant Growth, *Plant Propagation, Postsecondary Education, *Salesmanship, Secondary Education, Soil Science, Student Evaluation

This curriculum guide contains guidesheets for the ornamental horticulture production occupations. Each guidesheet provides a job-relevant task; performance objective, with task, performance standard, source of standard, and conditions for performance of task; enabling objectives; a list of resources; teaching activities; a criterion-referenced measure; performance guide; and evaluation checklist. A total of 165 performance objectives are categorized into seven duties: (1) performing administrative functions; (2) preparing soil and growing media; (3) propagating horticultural plants; (4) growing plants; (5) performing maintenance operations; (6) harvesting plants; and (7) performing sales. Appendixes include a task list and job titles, definition of terms, tool and equipment list, 234-item bibliography, 13-item state-of-the-art literature bibliography, and 22-item sources of standards bibliography. (YLB)

ED 336 575 CE 058 959

Lathrop, Janice

Cluster Matrices for Health Occupations. Education for Employment Task Lists.

Lake County Area Vocational Center, Grayslake, IL.

Spons Agency—Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.

Pub Date—88

Contract—PS-10-130

Note—53p.; For related documents, see CE 058 960-968.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Adult Education, *Allied Health Occupations, Allied Health Occupations Education, Behavioral Objectives, *Dental Assistants, Dental Technicians, Employment Potential, Home Health Aides, Job Analysis, *Job Skills, Job Training, Matrices, Medical Assistants, Medical Laboratory Assistants, *Nurses, Nurses Aides, Occupational Clubs, Occupational Therapy Assistants, Optometrists, *Physical Therapy Aides, Postsecondary Education, Psychiatric Aides,

***Radiologic Technologists, Secondary Education, Skill Analysis, Task Analysis**
Identifiers—Illinois

These cluster matrices provide duties and tasks that form the basis of instructional content for secondary, postsecondary, and adult training programs for health occupations. The eight clusters (and the job titles included in each cluster) are as follows: (1) dental assisting (dental assistant); (2) dental laboratory technology (dental laboratory technician); (3) radiology (radiology aide); (4) medical assisting (medical assistant); (5) medical laboratory (medical laboratory aide/phlebotomist); (6) optometric assisting (dispensing optician, optometric assistant); (7) rehabilitation services (physical therapist assistant, physical therapy aide, occupational therapy assistant, occupational therapy aide, activity aide, psychiatric aide); and (8) nursing occupations (home health aide, geriatric aide, nurse assistant, practical nurse, professional nurse—associate degree). Representative duties, for which 1 to 69 tasks are listed, include communicating information; providing a clean, safe environment; providing personal care; providing therapeutic measures; performing diagnostic measures; performing management functions; administering medication; providing psychosocial care; and providing care for patient with special needs. (YLB)

ED 336 576 **CE 058 960**

Lathrop, Janice

Task Lists for Health Occupations. Radiologic Aide. Activity Aide. Optometric Assistant. Physical Therapy Aide. Education for Employment Task Lists.

Lake County Area Vocational Center, Grayslake, IL.

Spons Agency—Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.

Pub Date—88

Contract—PS-10-130

Note—32p.; For related documents, see CE 058 959-968.

Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Allied Health Occupations Education, Behavioral Objectives, *Employment Potential, *Job Skills, *Medical Services, Occupational Clusters, Occupational Information, Optometry, Physical Therapy Aides, Postsecondary Education, Radiographers, *State Standards, Task Analysis

Identifiers—Illinois

These task lists contain employability skills and tasks for the following health occupations: radiologic aide, activity aide, physical therapy aide, and optometric assistant. The duties and tasks found in these lists form the basis of instructional content for secondary, postsecondary, and adult occupational training programs. Employability skills include identifying employment opportunities, applying job seeking skills, interpreting employment capabilities, demonstrating appropriate work behavior, maintaining a safe and healthy environment, maintaining a business-like image, maintaining working relationships with others, communicating on the job, adapting to change, understanding how a business works, and performing mathematical skills. Tasks are both general for allied health occupations and specific to the occupations. (KC)

ED 336 577 **CE 058 961**

Lathrop, Janice

Task Analysis for Health Occupations. Cluster: Dental Assisting. Occupation: Dental Assistant. Education for Employment Task Lists.

Lake County Area Vocational Center, Grayslake, IL.

Spons Agency—Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.

Pub Date—88

Note—11p.; For related documents, see CE 058 959-968.

Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Dental Assistants, Employment Potential, *Health Occupations, Job Skills, *Medical Evaluation, Medical Services, Occupational Clusters, Patients, *Task Analysis, *Therapy

Identifiers—Illinois

This document contains a task analysis for health occupations (dental assistant) in the dental assisting cluster. For each task listed, occupation, duty area, performance standard, steps, knowledge, attitudes,

safety, equipment/supplies, source of analysis, and Illinois state goals for learning are listed. For the duty area of "providing therapeutic measures," one task is included: apply topical ointment. For the duty area of "performing diagnostic measures," one task is included: assist physician/dentist in diagnostic procedures. (NLA)

ED 336 578 **CE 058 962**

Lathrop, Janice

Task Analysis for Health Occupations. Cluster: Medical Assisting. Occupation: Medical Assistant. Education for Employment Task Lists.

Lake County Area Vocational Center, Grayslake, IL.

Spons Agency—Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.

Pub Date—88

Note—42p.; For related documents, see CE 058 959-968.

Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Allied Health Occupations Education, Behavioral Objectives, Competency Based Education, Job Skills, *Medical Assistants, *Medical Evaluation, *Medical Services, *Task Analysis, Therapy

Identifiers—Illinois

Task analyses are provided for two duty areas for the occupation of medical assistant in the medical assisting cluster. Five tasks for the duty area "providing therapeutic measures" are as follows: assist with dressing change, apply clean dressing, apply elastic bandage, assist physician in therapeutic procedure, and apply topical ointment. The duty area "performing diagnostic measures" includes eight tasks: assist physician/dentist in diagnostic procedure, assist with physical exam, collect clean catch urine specimen, collect routine urine specimen, perform urine test for sugar and acetone, measure specific gravity of urine, test for ketones, and weigh and measure infant. Each task analysis consists of these components: occupation; duty area; tasks; performance standard; steps (procedure); knowledge; attitudes; safety; equipment and supplies; source of analysis; and list of Illinois State Goals for Learning. (YLB)

ED 336 579 **CE 058 963**

Lathrop, Janice

Task Analysis for Health Occupations. Cluster: Rehabilitation Services. Occupation: Physical Therapist Assistant. Education for Employment Task Lists.

Lake County Area Vocational Center, Grayslake, IL.

Spons Agency—Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.

Pub Date—88

Note—36p.; For related documents, see CE 058 959-968.

Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Allied Health Occupations Education, Behavioral Objectives, Competency Based Education, Job Skills, *Medical Evaluation, *Medical Services, Physical Therapy, *Physical Therapy Aides, *Task Analysis

Identifiers—Illinois

Task analyses are provided for two duty areas for the occupation of physical therapist assistant in the rehabilitation services cluster. Ten tasks are listed for the duty area "providing therapeutic measures": apply cold compress, administer hot soak, apply heat lamp, apply warm compress, apply ice bag, assist with dressing change, apply clean dressing, apply elastic bandage, apply topical ointment, and apply antiembolism elastic stockings. The duty area "performing diagnostic measures" includes one task: assist physician/dentist in diagnostic procedure. Each task analysis consists of these components: occupation; duty area; tasks; performance standard; steps (procedure); knowledge; attitudes; safety; equipment and supplies; source of analysis; and list of Illinois State Goals for Learning. (YLB)

ED 336 580 **CE 058 964**

Task Analysis for Health Occupations. Cluster: Nursing. Occupation: Home Health Aide. Education for Employment Task Lists.

Lake County Area Vocational Center, Grayslake, IL.

Spons Agency—Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.

nical Education.

Pub Date—88

Note—128p.; For related documents, see CE 058 959-968.

Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC06 Plus Postage.

Descriptors—*Allied Health Occupations, Employment Potential, *Home Health Aides, Job Skills, *Medical Evaluation, Medical Services, Occupational Clusters, Patients, *Task Analysis, *Therapy

Identifiers—Illinois

This document contains a task analysis for health occupations (home health aide) in the nursing cluster. For each task listed, occupation, duty area, performance standard, steps, knowledge, attitudes, safety, equipment/supplies, source of analysis, and Illinois state goals for learning are listed. For the duty area of "providing therapeutic measures," 27 tasks are included: remove fecal impaction; give enema; insert rectal tube; irrigate colostomy; apply cold compress; administer hot soak and sitz bath; apply heat lamp, warm compress, aquamatic pad, and ice bag; administer tepid bath; apply electric hypoallergenic blanket; assist with dressing change; apply clean dressing, elastic bandage, and binder; perform therapeutic procedures; set up croup tent and vaporizer; assist with postural drainage; suction infant's respiratory passage; assist with turning, coughing, and deep breathing; give vaginal douche; apply topical ointment; insert suppository; give therapeutic bath; and apply antiembolism elastic stockings. For the duty area of "performing diagnostic measures," 13 tasks are included: test patient's awareness; assist with physical examination; collect timed, clean catch, routine, and 24-hour urine specimens; collect sputum and stool specimens; strain urine; perform urine tests for sugar and acetone; measure specific gravity of urine; test for ketones; and weigh and measure infant. (NLA)

ED 336 581 **CE 058 965**

Task Analysis for Health Occupations. Cluster: Nursing. Occupation: Geriatric Aide. Education for Employment Task Lists.

Lake County Area Vocational Center, Grayslake, IL.

Spons Agency—Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.

Pub Date—88

Note—132p.; For related documents, see CE 058 959-968.

Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Behavioral Objectives, Equipment, *Geriatrics, *Job Skills, *Medical Services, *Nurses Aides, Nursing, *Nursing Education, Occupational Clusters, Occupational Information, Occupational Safety and Health, Older Adults, Postsecondary Education, *State Standards, Task Analysis

Identifiers—Illinois

This task analysis for nursing education provides performance standards, steps to be followed, knowledge required, attitudes to be developed, safety procedures, and equipment and supplies needed for 13 tasks performed by geriatric aides in the duty area of performing diagnostic measures and for 30 tasks in the duty area of providing therapeutic measures. Two tasks in the diagnostic measures duty area pertain to testing a patient's mental awareness and physical examinations; the other 11 include various aspects of urine and stool sample testing. Tasks in the therapeutic duty area cover many different medical procedures. For each task are listed the performance standard, steps, knowledge, attitudes, safety, equipment and supplies, the source of the task analysis (from the Vocational-Technical Education Consortium of States Catalog), and the Illinois State Goals for Learning. (KC)

ED 336 582 **CE 058 966**

Task Analysis for Health Occupations. Cluster: Nursing. Occupation: Nursing Assistant. Education for Employment Task Lists.

Lake County Area Vocational Center, Grayslake, IL.

Spons Agency—Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.

Pub Date—88

Note—133p.; For related documents, see CE 058 959-968.

Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC06 Plus Postage.

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Descriptors—Behavioral Objectives, Equipment, *Job Skills, *Medical Services, *Nurses Aides, *Nursing, *Nursing Education, Occupational Clusters, Occupational Information, Occupational Safety and Health, Postsecondary Education, *State Standards, Task Analysis

Identifiers—*Illinois

This task analysis for nursing education provides performance standards, steps to be followed, knowledge required, attitudes to be developed, safety procedures, and equipment and supplies needed for 13 tasks performed by nurse assistants in the duty area of performing diagnostic measures, and for 30 tasks in the duty area of providing therapeutic measures. Two tasks in the diagnostic measures duty area pertain to testing a patient's mental awareness and examining an infant; the other 11 include various aspects of urine and stool sample testing. Tasks in the therapeutic duty area cover many different medical procedures. For each task are listed the performance standard, steps, knowledge, attitudes, safety, equipment and supplies, the source of the task analysis (from the Vocational-Technical Education Consortium of States Catalog), and the Illinois State Goals for Learning. (KC)

ED 336 583 CE 058 967

Task Analysis for Health Occupations. Cluster: Nursing. Occupation: Practical Nurse (L.P.N.). Education for Employment Task Lists.
Lake County Area Vocational Center, Grayslake, IL.

Spons Agency—Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.

Pub Date—88

Note—137p.; For related documents, see CE 058 959-968.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Allied Health Occupations Education, Behavioral Objectives, Competency Based Education, Job Skills, *Medical Evaluation, *Medical Services, *Nurses, *Practical Nursing, *Task Analysis, Therapy

Identifiers—Illinois

Task analyses are provided for two duty areas for the occupation of practical nurse (licensed practical nurse) in the nursing cluster. The two duty areas are: (1) providing therapeutic measures (30 tasks); and (2) performing diagnostic measures (14 tasks). Each task analysis consists of these components: occupation; duty area; tasks; performance standard; steps (procedure); knowledge; attitudes; safety; equipment and supplies; source of analysis; and list of Illinois State Goals for Learning. (YLB)

ED 336 584 CE 058 968

Task Analysis for Health Occupations. Cluster: Nursing. Occupation: Professional Nurse (Associate Degree). Education for Employment Task Lists.

Lake County Area Vocational Center, Grayslake, IL.

Spons Agency—Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.

Pub Date—88

Note—150p.; For related documents, see CE 058 959-967.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Associate Degrees, Employment Potential, *Health Occupations, Job Skills, *Medical Evaluation, Medical Services, *Nurses, Occupational Clusters, Patients, *Task Analysis, *Therapy

Identifiers—Illinois

This document contains a task analysis for health occupations (professional nurse) in the nursing cluster. For each task listed, occupation, duty area, performance standard, steps, knowledge, attitudes, safety, equipment/supplies, source of analysis, and Illinois state goals for learning are listed. For the duty area of "providing therapeutic measures," 29 tasks are included: remove fecal impaction; give enema; insert rectal tube; irrigate colostomy; apply cold compress; administer hot soak and sitz bath; apply heat lamp; warm compress, aquamatic pad, and ice bag; assist with whirlpool treatment; administer tepid bath; apply electric hypothermal blanket; assist with dressing change; apply clean dressing, elastic bandage, and binder; connect nasogastric tube; perform therapeutic procedures; set up croup tent and vaporizer; assist with postural drainage; suction infant's respiratory passage; assist with turn-

ing, coughing, and deep breathing; give vaginal douche; apply topical ointment; insert suppository; give therapeutic bath; and apply antiembolism stockings. For the duty area of "performing diagnostic measures," 14 tasks are included: assist physician/dentist in diagnostic procedures; test patient's awareness; assist with physical examination; collect timed, clean catch, routine, and 24-hour urine specimens; collect sputum and stool specimens; strain urine; perform urine tests; measure specific gravity of urine; test for ketones; and weigh and measure infant. (NLA)

ED 336 585 CE 058 969

Dimmlich, David

Cluster Matrices for Industrial Occupations. Education for Employment Task Lists.
Lake County Area Vocational Center, Grayslake, IL.

Spons Agency—Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.

Pub Date—88

Contract—PS-10-130

Note—180p.; For related task lists, see CE 058 970.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—Adult Education, Appliance Repair, Auto Body Repairers, Auto Mechanics, Behavioral Objectives, *Building Trades, Carpentry, Commercial Art, Computer Assisted Design, Construction (Process), Criminology, Drafting, Electricians, Electronic Technicians, Employment Potential, Equipment Maintenance, *Graphic Arts, *Industrial Education, *Job Skills, Job Training, Machine Repairers, Machine Tool Operators, Machinists, *Manufacturing, Masonry, Matrices, Occupational Clusters, Painting (Industrial Arts), Plumbing, Postsecondary Education, Printing, Secondary Education, Sheet Metal Work, Small Engine Mechanics, Task Analysis, Television Radio Repairers, Tool and Die Makers, Welding

Identifiers—Bus Drivers, Correctional Officers, *Illinois, Truck Drivers

These cluster matrices provide duties and tasks that form the basis of instructional content for secondary, postsecondary, and adult training programs industrial health occupations. The 14 clusters (and the job titles included in each cluster) are as follows: (1) construction (bricklayer, carpenter, building maintenance worker, electrician, maintenance painter, plumber/pipfitter); (2) electronic (computer repair technician, electrical and electronic technician); (3) graphic communications (commercial artists, compositors and/or typesetters, offset lithographic press operators, printing photographers, camera operators); (4) transportation (automotive mechanic, diesel mechanic, gasoline engine/mower repair); (5) manufacturing (machine tool operator, machinist, tool and die maker, punch press operator, sheet metal worker, combination welder, maintenance repairer, automated manufacturing systems technician, thermoplastic machine set-up specialist); (6) technical preparation (computer repair technician, electrical and electronic technician, automated manufacturing systems technician); (7) auto body repairer; (8) bus driver; (9) drafter/computer-aided drafter; (10) truck driver; (11) correction officers and jailers; (12) electric home appliance and power tool repairer; (13) office machine/cash register repairer; and (14) telephone and cable television line installers/repairers. (YLB)

ED 336 586 CE 058 970

Dimmlich, David

Task Lists for Industrial Occupations. Education for Employment Task Lists.
Lake County Area Vocational Center, Grayslake, IL.

Spons Agency—Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.

Pub Date—88

Contract—PS-10-130

Note—71p.; For related cluster matrices, see CE 058 969.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Adult Education, *Appliance Repair, Behavioral Objectives, *Commercial Art, Employment Potential, *Equipment Maintenance, Industrial Arts, *Industrial Education, Job Analysis, *Job Skills, Machine Repairers, *Photography, Postsecondary Education, Secondary Education, Skill Analysis, Task Analysis, Televi-

sion Radio Repairers

Identifiers—Correctional Officers, *Illinois

These cluster matrices provide duties and tasks that form the basis of instructional content for secondary, postsecondary, and adult occupational training programs for industrial occupations. Duties and skills are presented for the following: (1) electric home appliance and power tool repairers; (2) office machine/cash register repairer; (3) correction officers and jailers; (4) commercial artists; (5) photographers; and (6) telephone and cable television line installers/repairers. Each set of duties and skills begins with employability skills. (YLB)

ED 336 587 CE 058 971

Miller, Charles R.

Field Crop Nutrition—Applied Science Concepts. Student Manual.
Ohio State Univ., Columbus. Agricultural Curriculum Materials Service.

Spons Agency—Ohio State Dept. of Education, Columbus. Agricultural Education Service.

Report No.—AGDEX-100/532

Pub Date—91

Note—170p.

Available from—Ohio Agricultural Curriculum Materials Service, 2120 Fyffe Road, Room 254, Columbus, OH 43210-1010.

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—*Agricultural Education, *Agricultural Production, Behavioral Objectives, Course Content, *Fertilizers, *Field Crops, Integrated Curriculum, Learning Activities, *Plant Growth, Postsecondary Education, *Science Education, Secondary Education, Vocabulary, Vocational Education

This manual is designed to help agricultural education students to determine and provide the proper kinds and amounts of nutrients for the field crops they produce. The manual provides many learning situations regarding field crops—for example, determining nutrient needs, diagnosing nutrient shortages, and selecting and applying fertilizer and lime. The manual contains seven chapters that cover the following topics: crop nutrient requirements; soil chemistry and plant nutrient absorption; determining nutrient needs of crops; nutrient sources; fertilizer selection; fertilizer application; and lime selection and application. Each chapter includes objectives, practical applications, student exercises, science and mathematics concepts, and key terms, as well as information sheets illustrated with line drawings. A bibliography lists 12 suggested readings and 6 slide sets covering course content. (KC)

ED 336 588 CE 058 972

Ridenour, Harlan E.

Livestock Nutrition and Feeding. Student Manual.

Second Edition.

Ohio State Univ., Columbus. Agricultural Curriculum Materials Service.

Spons Agency—Ohio State Dept. of Education, Columbus. Agricultural Education Service.

Report No.—AGDEX-400/50

Pub Date—91

Note—271p.

Available from—Ohio Agricultural Curriculum Materials Service, 2120 Fyffe Road, Room 254, Columbus, OH 43210-1010.

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC11 Plus Postage.

Descriptors—*Agricultural Education, *Agricultural Production, *Animal Husbandry, Communication Skills, Course Content, Food, Integrated Curriculum, Learning Activities, *Livestock, Mathematical Applications, Mathematics Instruction, *Nutrition, Postsecondary Education, *Problem Solving, Science Instruction, Secondary Education, Vocabulary, Vocational Education

This manual is designed to help agricultural education students and teachers to apply scientific facts and principles to problem-solving procedures in determining nutritious and economical livestock feeding programs. The manual provides applied scientific activities in biological science and chemistry, mathematics, and communication skills. It contains six units that cover the following topics: livestock digestive systems; the food nutrients; nutrient requirements of livestock; types of feed and their composition; methods and procedures for determining nutrient requirements and selecting balanced diets; and feeding guidelines and example diet formulations. Units include lists of how they are related to the applied academic areas, key terms, introduction, information illustrated with line draw-

ings and photographs, important concepts to learn, and review questions. Appendices include a feeds composition table with energy values, nutrient requirement tables, weight-unit conversion table, and a 178-item glossary. (KC)

ED 336 589 CE 058 973

Boiler, Shirley

Holistic Goal Attainment To Increase Levels of Self-Help. Teacher's Guide and Learner's Manual.

Lafayette Adult Reading Academy, IN.

Pub Date—89

Note—29p.

Pub Type—Guides - Classroom - Teacher (052) — Guides - Classroom - Learner (051)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Adult Education, *Adult Literacy, Check Lists, Daily Living Skills, *Holistic Approach, Learning Readiness, Negative Attitudes, Self Concept, Self Esteem, *Self Help Programs, Self Motivation, Student Attitudes, *Student Educational Objectives, *Success, Teaching Guides

This guide demonstrates a holistic approach to goal attainment in adult education, welfare, and work force program. Holistic goal attainment treats the roots of illiteracy, measuring impact on learning and job readiness that increases teachable/reachable moments for instructors and builds self-esteem within the learner. The teacher's guide contains eight steps designed for the use of holistic goal attainment to increase levels of self-help. Many of the steps contain "reflections," or notes. The learner's manual contains a diagram and checklists stated in everyday language that enable learners to assess their attitude, word usage, and behavior. It contains the "What's Happening Grid," profiles of learners, and continuum scales (depressed, anxious, warrior, and indigent). The chart, "My Goals that Keep Me On Track," serves as a working model to follow in setting goals. Learners are helped to recognize and use problem-solving techniques. Ten references are included. (NLA)

ED 336 590 CE 058 975

Gillette, Tracy L.

Improving Oral Reading in Mentally Handicapped Adults through Increased Opportunity and Practice.

Pub Date—Aug 91

Note—94p.; Practicum report, Nova University.

Pub Type—Dissertations/Theses - Practicum Papers (043)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Adult Basic Education, *Adult Reading Programs, *Learning Activities, *Mental Retardation, *Oral Reading, *Outcomes of Education, Program Effectiveness, Program Implementation, *Reading Instruction

Identifiers—Silveroli Classroom Reading Inventory

A project developed a plan to improve oral reading in 12 mentally handicapped adults by stressing observation of punctuation marks, reading in phrases, using proper volume, and increasing confidence levels. Identifying the parts of a book and identifying new words were also included. The 12 students were reading below their potential, as shown by the hearing capacity portion in comparison with the work recognition instructional level on the Silveroli Classroom Inventory. A 10-week oral reading program of specialized instruction to improve oral reading, to increase word identification skills, and to make the students aware of book orientation was started. The oral reading program objectives were to be achieved through echo reading, modified repeated reading, imitative and assisted reading, book orientation, and content reading—including study systems. Evaluation was made by comparing student scores before and after implementation of the program; scores increased from 20 percent to 100 percent. Students in the target group developed confidence, displayed more fluent oral reading, and seemed to enjoy oral reading more. They also developed greater interest in books, increased understanding of books, and increased their vocabulary for greater reading fluency. (Appendices include pretests/posttests, student checklists, student surveys, and interest inventories.) There are 19 references. (Author/KC)

ED 336 591 CE 058 978

Sutcliffe, Jeannie

Adults with Learning Difficulties. Education for Choice and Empowerment. A Handbook of Good Practice.

National Inst. of Adult Continuing Education,

RIE FEB 1992

Leicester (England).

Report No.—ISBN-0-335-09609-3

Pub Date—90

Note—198p.

Available from—Open University Press, Celtic Court, 22 Ballmoor, Buckingham MK18 1XW, England (8.99 pounds).

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Adult Education, *Advocacy, Community Involvement, Equal Opportunities (Jobs), Foreign Countries, Higher Education, *Learning Disabilities, Learning Problems, Learning Strategies, *Mainstreaming, Normalization (Handicapped), Physical Disabilities, Self Concept, Skill Development, Transfer of Training, Transitional Programs

Identifiers—Great Britain

This handbook, designed for British adult educators, contains examples of innovative approaches to the continuing education of adults with learning difficulties. It contains 10 sections: (1) using this handbook; (2) self-advocacy and citizen advocacy; (3) learning choices; (4) ways and means of learning; (5) learning for a purpose; (6) integration; (7) students with learning difficulties and additional complications; (8) transition to community living; (9) education of the wider community; and (10) issues for managers and planners. Each section provides suggestions for further reading. Also included are a glossary, a guide to abbreviations, useful addresses, and an index. (NLA)

ED 336 592 CE 058 980

Satterlee, Brian

A Study To Determine the Effect of College-Level Mathematics Skills on Electronic Technology Final Grades.

Pub Date—Jun 90

Note—34p.; Ed.D. Practicum, Nova University.

Pub Type—Dissertations/Theses - Practicum Papers (043)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Community Colleges, Comparative Analysis, *Electric Circuits, *Electronics, Electronic Technicians, Industrial Education, *Mathematics Skills, Prerequisites, Required Courses, Statistical Analysis, *Statistical Significance, *Trigonometry, Two Year Colleges, Vocational Education

Identifiers—Seminole Community College FL

A study determined the effect of college-level trigonometry skills on the final grades of students enrolled in Introduction to AC/DC Circuits, the first course in the vocational electronics program at Seminole Community College (Florida). The literature was reviewed to develop a conceptual framework for the project. A pretest that measured college-level trigonometry skills was administered to each student enrolled in all sections of the course at the beginning of the Spring 1990 term. Results were used to categorize students as those with college-level trigonometry skills (control group, N=11) and those without (experimental group, N=14). At the end of the term, final grades for each group were averaged and a statistical comparison of the mean scores for both groups was performed. Since the researchers believed the control group would score higher, a two-tailed independent t-test was used. The difference between the mean scores of the control group and the experimental group was statistically significant at the .01 level. It was recommended that the college should require a prerequisite of college-level trigonometry and modify participation in the program and that vocational faculty should teach the trigonometry skills applicable to AC circuits. (Fifteen references and an organizational chart for Vocational-Technical Education at Seminole Community College are appended.) (YLB)

ED 336 593 CE 058 981

Satterlee, Brian

A Study To Determine the Job Satisfaction of the Engineering/Industrial Technology Faculty at Delgado Community College.

Pub Date—Dec 88

Note—30p.; Ed.D. Practicum, Nova University.

Pub Type—Dissertations/Theses - Practicum Papers (043)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*College Faculty, Community Colleges, Employer Employee Relationship, Faculty College Relationship, *Job Satisfaction, Organizational Climate, Quality of Working Life,

Teacher Administrator Relationship, *Teacher Attitudes, Teacher Welfare, Teaching Conditions, *Technical Education, *Two Year Colleges, *Vocational Education Teachers

Identifiers—Delgado Community College LA

A study assessed job satisfaction among Engineering/Industrial Technology faculty at Delgado Community College (New Orleans, Louisiana). A secondary purpose was to confirm Herzberg's Two-Factor Theory of Job Satisfaction (1966) that workers derived satisfaction from the work itself and that causes of dissatisfaction stemmed from conditions external to the work. A literature review focused on methods of measuring faculty job satisfaction and factors contributing to job satisfaction. A job satisfaction questionnaire was completed and returned by all 26 members of the Engineering/Industrial Technology faculty. Results indicated that this cohort of faculty were satisfied with their jobs. Aspects of the job perceived as satisfying included autonomy/control, use of skills and abilities, immediate supervisor, and self-fulfillment. Aspects of the job perceived as dissatisfying included opportunities for promotion-in-rank, top management, pay, and job security. The following recommendations were made to the dean: the college should: (1) continue to enhance those job aspects perceived as satisfying; (2) investigate discrimination against technical faculty in the promotion policy; (3) develop an institutional human resource development plan; (4) engender a participative managerial style; and (5) allow for more open communication between faculty and top management. (Eleven references and the questionnaire are appended.) (YLB)

ED 336 594 CE 058 984

Boeren, Ad, Ed. Kater, Adri, Ed.

DELSILIFE. An Educational Strategy To Fight Poverty. CESO Paperback No. 9.

Centre for the Study of Education in Developing Countries, The Hague (Netherlands).

Report No.—ISBN-90-6443-702-7

Pub Date—90

Note—220p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—Adult Education, Case Studies, Community Action, Community Education, Daily Living Skills, Developing Nations, *Economically Disadvantaged, *Economic Development, Educational Development, Educational Research, Foreign Countries, *Intervention, Labor Force Development, Models, Needs Assessment, Nonformal Education, Poverty, *Problem Solving, Program Development, Program Effectiveness, Program Evaluation, Program Implementation, Rural Areas, Rural Development, *Rural Population, Self Determination, Self Evaluation (Individuals), *Self Help Programs, Social Change

Identifiers—Indonesia, Philippines, Thailand

This book documents the experiences that were gathered in project DELSILIFE, Development of a Coordinated Educational Intervention System for Improving the Quality of Life of the Rural Poor through Self-Reliance. The project was carried out by the Regional Center for Educational Innovation and Technology (INNOTECH) for the South-East Asian Ministers of Education Organization. Part I explains the principles and characteristics of the DELSILIFE intervention system, discussing a number of theoretical aspects pertinent to the development of the model and touching upon critical issues met during project implementation. Seven chapters are as follows: "Educational Research and Development: The INNOTECH Experience" (Liciera Soriano); "DELSILIFE: A Strategy for Human Resource Development" (Liciera Soriano); "The Heart of DELSILIFE: Learning Groups at the Community Level" (Jose Socrates); "First-Hand Experiences of a DELSILIFE Initiator" (Wisane Siltragool); "DELSILIFE: An Intervention System for Nonformal Learning" (Gerben van der Molen); "Towards a Conceptual Framework of Adult Basic Life Skill Training in the DELSILIFE Project" (Kees Epskamp); and "Beyond the Laboratory: From Model Development to Dissemination Strategies" (Ad Boeren). Part II presents findings of the evaluation studies carried out in three pilot villages. Chapter titles are as follows: "Project DELSILIFE in Ban Tab-chang and Cha-om, Nakhon Ratchasima, Thailand" (Sombat Suwantipak); "Project DELSILIFE in Loma de Gato, Bulacan, Philippines" (Celia Antonio); and "Project DELSILIFE in Camba-camba, South Sulawesi, Indonesia" (Abdul Rajab Johari). "Concluding Remarks" (Ad Bo-

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eren, Adri Kater) reflects on the merits and shortcomings of the system and its implementation. Appendixes include a short history of DELSILIFE, list of project participants, and 126-item annotated bibliography. (YLB)

ED 336 595 CE 058 985
Partners in Skills Development. The Report of the Skills Training Advisory Committee.

Manitoba Dept. of Education and Training, Winnipeg.

Pub Date—Aug 90

Note—72p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Apprenticeships, Canada Natives, Community Colleges, Elementary Secondary Education, Foreign Countries, *Global Approach, Job Training, *Labor Force, *Labor Force Development, Labor Market, Postsecondary Education, Public Schools, School Business Relationship, School Districts, *Skill Development, State Government, Technological Advancement

Identifiers—*Manitoba

This report provides the recommendations of a private sector committee to advise the Manitoba government on strategies for preparing the provincial work force to compete in the global economy. The report contains 10 sections: (1) background to the initiative; (2) Manitoba's changing labor market; (3) partners in skills development; (4) developing a provincial labor force strategy; (5) building the foundations—the role of the public school system; (6) new directions—Manitoba's community colleges; (7) facilitating human resource planning and training; (8) revitalizing the apprenticeship system; (9) native education and training strategy; and (10) an outline for change-major recommendations. Six major recommendations are discussed: (1) develop a provincial labor force strategy; (2) improve the public school system; (3) strengthen the community colleges; (4) facilitate human resource planning and training; (5) revitalize the apprenticeship system; and (6) address the education and training needs of Canada Natives. (NLA)

ED 336 596 CE 058 987
Impact of Consumer/Homemaking Programs II: Preparation for Dual Roles as Homemaker and Wage Earner. Final Report.

Montana State Univ., Bozeman.

Spons Agency—Montana State Office of Public Instruction, Helena. Dept. of Vocational Education Services.

Pub Date—90

Contract—90-83-5703-CHR068

Note—34p.; For a related report, see CE 058 988.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Employed Women, *Family Life, Followup Studies, *High School Graduates, High Schools, Homemakers, *Occupational Home Economics, *Outcomes of Education, Program Effectiveness, State Surveys, Time Management, *Values, Values Clarification, Work Attitudes

Identifiers—*Family Work Relationship, *Montana

A study was conducted during the 1989-90 academic year of a random sample of 1984 and 1989 Montana high school graduates to assess the impact of enrollment in home economics courses on their knowledge/attitudes related to combining the dual roles of wage earner and homemaker. A questionnaire assessing graduates' knowledge of concepts related to the dual role of wage earner and homemaker was developed and administered by telephone to 131 graduates who had taken home economics courses and to 81 graduates who had not, with an equal number from the 1984 and 1989 classes. No significant difference was found in the responses of the two classes, suggesting that neither recency of studying content nor application of concepts on a regular basis since graduation was more influential on the graduates' knowledge. Analysis of data revealed that males scored significantly higher than females on the use of time management techniques. Knowledge/attitudes on two concepts (potential conflicts related to combining work and family and achieving satisfaction from combining work and family) were seen as more effectively resolved by those who had taken home economics. The study concluded that increased emphasis in home economics classes should be placed on decisions regarding combining work after marriage and the effects of careers on children. (Appendixes include the concepts related to dual roles of career

and family used for development of the study questionnaire, tables of knowledge scores on concepts, and chi-square analyses for various concepts.) (KC)

ED 336 597 CE 058 988
Impact of Consumer and Homemaking Education of 1983 and 1988 Graduates in Montana. Final Report.

Montana State Univ., Bozeman.

Spons Agency—Montana State Office of Public Instruction, Helena. Dept. of Vocational Education Services.

Pub Date—89

Contract—89-83-5703-CHR053

Note—36p.; For a related report, see CE 058 987.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Child Development, Consumer Education, Followup Studies, *High School Graduates, High Schools, Life Events, Nutrition, *Occupational Home Economics, *Outcomes of Education, Parenthood Education, Program Effectiveness, State Surveys, Student Characteristics

Identifiers—*Montana

A study was conducted during the 1988-89 academic year of 1983 and 1988 Montana high school graduates to assess the impact of their enrollment in home economics courses on their knowledge in the areas of nutrition, consumer education, and child development/parenting. Fifty-three 1983, and 55 1988 graduates of randomly selected high schools in Montana who had taken at least three semesters of home economics were interviewed by telephone using a questionnaire that measured their subject knowledge. The study found that the highest scores for 1983 graduates were for those graduates having taken the fewest semesters of home economics, whereas the reverse was true for the 1988 graduates. These mixed outcomes were interpreted as showing that number of classes taken may be related more to type of student than to program outcomes. Results also suggested that opportunities for application in real life experiences can provide an important measure of learning and its usefulness. (The report includes 37 tables of data gathered in the survey.) (KC)

ED 336 598 CE 058 991
Drafting Fundamentals. Drafting Module 1. Instructor's Guide.

Missouri Univ., Columbia. Instructional Materials Lab.

Spons Agency—Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational and Adult Education.

Pub Date—90

Note—269p.; For related documents, see CE 058 992-998. Modules 7-8 have not yet been developed.

Available from—Instructional Materials Laboratory, University of Missouri, 2316 Industrial Drive, Columbia, MO 65202 (order no. 70-4001-I: \$34.10).

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Architectural Drafting, Civil Engineering, *Competency Based Education, Computer Assisted Design, *Drafting, *Engineering Graphics, Equipment, High Schools, Metric System, Occupational Safety and Health, School Safety, Teaching Guides, Vocational Education

Identifiers—Missouri

This Missouri Vocational Instruction Management System instructor's drafting guide has been keyed to the drafting competency profile developed by state industry and education professionals. The guide contains a cross-reference table of instructional materials. Ten units cover drafting fundamentals: (1) introduction to drafting; (2) general safety; (3) drafting tools and lines; (4) architect's scale usage; (5) civil engineer's scale usage; (6) mechanical engineer's scale usage; (7) metric scale usage; (8) graphic reproduction; (9) major drafting equipment; and (10) inking tools and techniques. Each unit contains the following: (1) unit and specific objectives; (2) suggested activities; (3) instructional materials; (4) unit content; (5) references; (6) instructor notes; (7) information sheets; (8) lessons; (9) transparency masters; (10) handouts; (11) assignment sheets; (12) job sheets; and (13) unit test and answers. (NLA)

ED 336 599 CE 058 992
Construction Techniques. Drafting Module 2. Instructor's Guide.

Missouri Univ., Columbia. Instructional Materials Lab.

Spons Agency—Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational and Adult Education.

Pub Date—91

Note—195p.; For related documents, see CE 058 991-998. Modules 7-8 have not yet been developed.

Available from—Instructional Materials Laboratory, University of Missouri, 2316 Industrial Drive, Columbia, MO 65202 (order no. 70-4002-I: \$23.75).

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Competency Based Education, *Drafting, *Freehand Drawing, *Geometric Constructions, High Schools, Layout (Publications), Teaching Guides, Vocational Education

Identifiers—Missouri, Sketching

This Missouri Vocational Instruction Management System instructor's drafting guide has been keyed to the drafting competency profile developed by state industry and education professionals. The guide contains a cross-reference table of instructional materials. Four units cover construction techniques: (1) drawing sheet layout; (2) sketching; (3) lettering; and (4) geometric constructions. Each unit contains the following: (1) unit and specific objectives; (2) suggested activities; (3) instructional materials; (4) unit content; (5) references; (6) instructor notes; (7) information sheets; (8) lessons; (9) transparency masters; (10) handouts; (11) assignment sheets; (12) job sheets; and (13) unit test and answers. (NLA)

ED 336 600 CE 058 993
Orthographic Drawings & Dimensioning. Drafting Module 3. Instructor's Guide.

Missouri Univ., Columbia. Instructional Materials Lab.

Spons Agency—Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational and Adult Education.

Pub Date—91

Note—240p.; For related documents, see CE 058 991-998. Modules 7-8 have not yet been developed.

Available from—Instructional Materials Laboratory, University of Missouri, 2316 Industrial Drive, Columbia, MO 65202 (order no. 70-4003-I: \$30.75).

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Competency Based Education, *Drafting, High Schools, *Orthographic Projection, Teaching Guides, Vocational Education

Identifiers—*Dimensioning (Mechanical Drawing), Missouri, *Orthographic Structure

This Missouri Vocational Instruction Management System instructor's drafting guide has been keyed to the drafting competency profile developed by state industry and education professionals. The guide contains a cross-reference table of instructional materials. Two units are included: (1) orthographic drawings and (2) dimensioning. Each unit contains the following: (1) unit and specific objectives; (2) suggested activities; (3) instructional materials; (4) unit content; (5) references; (6) instructor notes; (7) information sheets; (8) lessons; (9) transparency masters; (10) handouts; (11) assignment sheets; (12) job sheets; and (13) unit test and answers. (NLA)

ED 336 601 CE 058 994
Related Views & Descriptive Geometry. Drafting Module 4. Instructor's Guide.

Missouri Univ., Columbia. Instructional Materials Lab.

Spons Agency—Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational and Adult Education.

Pub Date—91

Note—223p.; For related documents, see CE 058 991-998. Modules 7-8 have not yet been developed.

Available from—Instructional Materials Laboratory, University of Missouri, 2316 Industrial Drive, Columbia, MO 65202 (order no. 70-4004-I: \$27.00).

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Competency Based Education,

*Drafting, *Geometric Constructions, High Schools, *Plane Geometry, Teaching Guides, Vocational Education

Identifiers—*Geometric Forms, Missouri

This Missouri Vocational Instruction Management System instructor's drafting guide has been keyed to the drafting competency profile developed by state industry and education professionals. The guide contains a cross-reference table of instructional materials. Three units cover related views and descriptive geometry: (1) auxiliary views and revolutions; (2) sectional views/conventions; and (3) descriptive geometry. Each unit contains the following: (1) unit and specific objectives; (2) suggested activities; (3) instructional materials; (4) unit content; (5) references; (6) instructor notes; (7) information sheets; (8) lessons; (9) transparency masters; (10) handouts; (11) assignment sheets; (12) job sheets; and (13) unit test and answers. (NLA)

ED 336 602 CE 058 995

Pictorial Drawings. Drafting Module 5. Instructor's Guide.

Missouri Univ., Columbia. Instructional Materials Lab.

Spons Agency—Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational and Adult Education.

Pub Date—91

Note—39p.; For related documents, see CE 058 991-998. Modules 7-8 have not yet been developed.

Available from—Instructional Materials Laboratory, University of Missouri, 2316 Industrial Drive, Columbia, MO 65202 (order no. 70-4005-I: \$6.00).

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Competency Based Education, *Drafting, *Freehand Drawing, High Schools, Teaching Guides, Vocational Education

Identifiers—Missouri

This Missouri Vocational Instruction Management System instructor's drafting guide has been keyed to the drafting competency profile developed by state industry and education professionals. This unit contains information on pictorial drawings. The guide contains a cross-reference table of instructional materials. The unit contains the following: (1) unit and specific objectives; (2) suggested activities; (3) instructional materials; (4) unit content; (5) 15 references; (6) instructor notes; (7) information sheets; (8) lessons; (9) transparency masters; (10) handouts; (11) assignment sheets; (12) job sheets; and (13) unit test and answers. (NLA)

ED 336 603 CE 058 996

Computer Assisted Drafting (CNC) Drawings.

Drafting Module 6. Instructor's Guide.

Missouri Univ., Columbia. Instructional Materials Lab.

Spons Agency—Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational and Adult Education.

Pub Date—91

Note—38p.; For related documents, see CE 058 991-998. Modules 7-8 have not yet been developed.

Available from—Instructional Materials Laboratory, University of Missouri, 2316 Industrial Drive, Columbia, MO 65202 (order no. 70-4006-I: \$21.75).

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Competency Based Education, *Computer Assisted Design, *Drafting, High Schools, Numerical Control, Teaching Guides, Vocational Education

Identifiers—Missouri

This Missouri Vocational Instruction Management System instructor's drafting guide has been keyed to the drafting competency profile developed by state industry and education professionals. This unit contains information on computer-assisted drafting drawings. The guide contains a cross-reference table of instructional materials and 20 worksheets. (NLA)

ED 336 604 CE 058 997

Geometric Dimensioning and Tolerancing. Drafting Module 9. Instructor's Guide.

Missouri Univ., Columbia. Instructional Materials Lab.

Spons Agency—Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational and Adult Education.

Pub Date—91

Note—39p.; For related documents, see CE 058 991-998. Modules 7-8 have not yet been developed.

Available from—Instructional Materials Laboratory, University of Missouri, 2316 Industrial Drive, Columbia, MO 65202 (order no. 70-4007-I: \$6.00).

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

tary and Secondary Education, Jefferson City. Div. of Vocational and Adult Education.

Pub Date—91

Note—24p.; For related documents, see CE 058 991-998. Modules 7-8 have not yet been developed.

Available from—Instructional Materials Laboratory, University of Missouri, 2316 Industrial Drive, Columbia, MO 65202 (order no. 70-4009-I: \$8.50).

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Competency Based Education, *Drafting, *Geometric Constructions, High Schools, Teaching Guides, Vocational Education

Identifiers—*Dimensioning (Mechanical Drawing), Missouri, *Tolerancing

This Missouri Vocational Instruction Management System instructor's drafting guide has been keyed to the drafting competency profile developed by state industry and education professionals. The guide contains a cross-reference table of instructional materials. This unit covers geometric dimensioning and tolerancing. The unit contains the following: (1) unit and specific objectives; (2) suggested activities; (3) instructional materials; (4) unit content; (5) references; (6) instructor notes; (7) information sheets; (8) lessons; (9) transparency masters; (10) handouts; (11) assignment sheets; (12) job sheets; and (13) unit test and answers. (NLA)

ED 336 605 CE 058 998

Performing Mathematical Calculations. Drafting Module 10. Instructor's Guide.

Missouri Univ., Columbia. Instructional Materials Lab.

Spons Agency—Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational and Adult Education.

Pub Date—91

Note—117p.; For related documents, see CE 058 991-997. Modules 7-8 have not yet been developed.

Available from—Instructional Materials Laboratory, University of Missouri, 2316 Industrial Drive, Columbia, MO 65202 (order no. 70-4010-I: \$15.50).

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Competency Based Education, *Computation, *Drafting, Geometric Constructions, High Schools, *Mathematical Applications, Mathematics Skills, *Ratios (Mathematics), Teaching Guides, *Trigonometry, Vocational Education

Identifiers—Missouri

This Missouri Vocational Instruction Management System instructor's drafting guide has been keyed to the drafting competency profile developed by state industry and education professionals. The guide contains a cross-reference table of instructional materials. Four units cover construction techniques pertaining to mathematical calculations: (1) basic math skills; (2) geometric figures and forms; (3) ratio and proportions; and (4) trigonometric functions. Each unit contains the following: (1) unit and specific objectives; (2) suggested activities; (3) instructional materials; (4) unit content; (5) references; (6) instructor notes; (7) information sheets; (8) lessons; (9) transparency masters; (10) handouts; (11) assignment sheets; (12) job sheets; and (13) unit test and answers. (NLA)

ED 336 606 CE 058 999

Sharma, Motilal
University for Masses.

Pub Date—Aug 91

Note—16p.; Paper presented at the National Workshop on Bangladesh Open University (Dhaka, Bangladesh, August 3-4, 1991).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Access to Education, *Adult Education, *Developing Nations, Distance Education, Educational Strategies, Financial Problems, Foreign Countries, Higher Education, *Labor Force Development, *Mass Instruction, *Open Universities, Population Growth, Technological Advancement

Identifiers—*Bangladesh

Education, a basic need, is the foundation of developing countries such as Bangladesh. Ignorance and illiteracy are obstacles to growth and technologi-

cal progress. Formal schooling must be supplemented with nonformal education, distance education, and out-of-school education for workers who want to continue their studies. Universities must develop mass education programs and alternative systems to eliminate discrimination against rural and disadvantaged groups. The relationship between universities and the adult world should address the underuse of human resources. One alternative, the open university, delivers mass education through a multimedia approach and structured courses for home-based students. Three factors affect educational development: (1) financial constraints; (2) continued rapid population growth; and (3) structural changes in the economy. Through the use of new communication techniques, access to educational programs can be extended to large rural audiences through satellite communication and fiber optic cable. By using both conventional and alternative educational systems, there will be a pooling of knowledge and ideas. (NLA)

ED 336 607 CE 059 000

Geistfeld, Loren V.
Report and Analysis of the Pilot Test of the Career Orientation Planning Profile (COPP).

Career, Education, and Training Associates, Inc., Columbus, OH.

Pub Date—1 Sep 91

Note—46p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Career Choice, Career Guidance, *Career Planning, Intermediate Grades, *Pilot Projects, *Profiles, Program Evaluation, Secondary Education, Self Concept, Teacher Student Relationship

Identifiers—Arizona, Kentucky, Mississippi, Missouri, New Hampshire, Oklahoma, South Carolina, Virginia

An analysis was made of individual perceptions, implementation issues, costs, and benefits associated with the eight-state pilot of the Career Orientation Planning Profile (COPP) conducted in May-June 1991. Twenty-seven schools from eight states participated in the pilot project, administered to 1,247 students from grades 6 through 12. Respondents to the evaluation questionnaire included 27 teachers, 18 guidance counselors, 15 principals, 6 state department staff, and 11 trainers. Most respondents felt that COPP helps students learn more about themselves, increases their sensitivity to experiences, improves communication with teachers/counselors, and facilitates career planning. Most felt that COPP should be part of career education/guidance programs, and they would encourage others to use it. Suggested modifications included the following: (1) restructuring the training process to motivate the use of COPP and make better use of audiovisual materials; (2) revising the instruments to make them easier to use and more relevant to students; and (3) stressing the benefits of COPP when introducing the program. (Three appendices, which make up over half of this document, are included: (1) schools and states providing input for the evaluation—Arizona, Kentucky, Mississippi, Missouri, New Hampshire, Oklahoma, South Carolina, and Virginia; (2) the questionnaire with numbers of responses; and (3) selected comments on subjective question related to COPP materials and process changes.) (NLA)

ED 336 608 CE 059 003

Rohstein, Frances R. Ralte, Donna J.
Training and Older Workers: Implications for U.S. Competitiveness. Contract Report.

Spons Agency—Congress of the U.S., Washington, D.C. Office of Technology Assessment.

Pub Date—Mar 90

Note—140p.; For a related document, see ED 326 622.

Pub Type—Information Analyses (070)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—*Access to Education, Adult Development, Adult Education, Adult Learning, Age Discrimination, *Aging (Individuals), Computer Literacy, Computers, Computer Science Education, Job Development, Job Performance, *Job Training, *Older Adults, Part Time Employment, Public Policy, Retirement, *Retraining, Work Attitudes

Identifiers—*Older Workers

Age-related changes in functional ability and work attitude affect job performance, but many variables affect the extent and timing of change for different older workers. Declines due to age occur in

sensory/perceptual processes; strength, speed and accuracy of movement, and balance; and cognitive processes. Individuals can compensate for some declines, and others can be somewhat mitigated through changes in the work environment. Older workers demonstrate high levels of job satisfaction, job involvement, and internal work motivation. Alternative work arrangements and job modifications can compensate for age-related deficits. Little is known of the potential of training or retraining as a means of compensating for or overcoming the effects of age. Older worker interest in training is affected by retirement and human resource management policies. Formal training opportunities begin to decline for workers in their forties. Major knowledge gaps concern the following: (1) the impact of computers on older workers; (2) what works in older worker training situations; (3) how adult learning techniques work in a job training setting; and (4) how extensively they have been integrated into older worker training. Policy issues facing Congress include whether to increase funds for research on older worker issues, whether to consolidate federal support for older workers issues in one federal agency, and whether to develop mechanisms to encourage private sector investment in older worker research and development. (186 references) (YLB)

ED 336 609 CE 059 007

Proceedings of the International Round Table on Vocational Training and Employment (Turin, Italy, June 17-20, 1991).

International Labour Office, Turin (Italy). International Training Centre; Istituto per lo Sviluppo della Formazione Professionale dei Lavoratori, Rome (Italy).

Pub Date—Jun 91

Note—137p.

Language—English; French; Spanish

Pub Type—Collected Works - Proceedings (021)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Developed Nations, Developing Nations, *Economic Development, *Educational Development, Education Work Relationship, Foreign Countries, *Job Training, Postsecondary Education, Public Policy, Secondary Education, *Vocational Education

Identifiers—Africa, Asia Pacific Region, China, Czechoslovakia, Italy, Latin America, Tunisia, United States, Venezuela

Eleven papers are presented from the International Round Table on Vocational Training and Employment. Introductory materials are the program and list of participants. The papers are as follows: "Evolution de la Formation Professionnelle en Afrique et Contribution du Cadiar au Cours de la Dernière Decennie" (in French); "Educacion, Empleo y Formacion Profesional en Venezuela" (Rita Pucci de Liprandi, in Spanish with an English summary, "Vocational Education and Training in Venezuela"); "Labour Policies, Employment and Training: An Overview of the Fondazione Giacomo Brodolini" (Leonello Tronti); "Vocational Training and Employment in Czechoslovakia" (Jaromir Coufalik); "Review of Vocational Training Programmes of Selected Developing Economies of Asia-Pacific Region" (A. M. A. H. Siddiqui); "Country Paper-Arforghie (Tunisia)" (Abdessalem Ajmi); "Current Vocational Training in Latin America" (Joao Alexim); "Vocational and Technical School in China and Prospects of International Cooperation" (Y. N. Chen); "Interaction between Secondary Education and Productive Work in China" (Qian Tang); and "Education and Training for Employment in the United States of America" (Ray Ryan). (YLB)

ED 336 610 CE 059 014

A Business-Education Venture To Provide High Technology Skills Training for Health Care Occupations. Final Evaluation Report.

Wasydyke (R. G.) & Associates, Annapolis, MD. Spons Agency—Office of Vocational and Adult Education (ED), Washington, DC.

Pub Date—Sep 91

Note—34p. For the final performance report, see CE 059 015.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adult Education, Advisory Committees, Allied Health Occupations, *Allied Health Occupations Education, Blacks, *Corporate Support, Demand Occupations, Educational Finance, Females, Job Training, Private Financial Support, Program Development, *Program Effectiveness, Program Evaluation, Program Implementation,

Resource Allocation, *School Business Relationship, School Support, *Technological Advancement

Identifiers—*District of Columbia, Joint Venture, Partnerships in Education

A business-education venture to provide high technology skills training for health care occupations was evaluated. The project developed and implemented a partnership of health care employers and education agencies to develop a joint venture for training health care workers in the District of Columbia. Three comparative analyses were conducted: (1) comparisons using data pooled from the four project sites regarding participant characteristics and outcomes; (2) comparisons of expected and actual outcomes of each site; and (3) comparisons of participant characteristics and expected and actual outcomes between sites. Analyses indicated that the project was successful in leveraging a wide variety of external resources (nonfederal) estimated at \$180,000. All funded programs were identified in a needs assessment survey as high demand health care occupational areas requiring technical skill training and retraining. Training was provided to 196 participants enrolled in existing programs, specialized training programs initiated by the project, and remedial instruction. The majority of participants were female, black, unemployed, and vocationally oriented. Slightly more than one-third were referred by employers; 100 percent were employed by a partner organization. Data indicated differences in participants' registration, participation, completion, job placement rates, and demographic characteristics across sites. (YLB)

ED 336 611 CE 059 015

A Business-Education Venture To Provide High Technology Skills Training for Health Care Occupations. Final Performance Report.

PAVE, The Education and Training Foundation, Alexandria, VA.

Spons Agency—Office of Vocational and Adult Education (ED), Washington, DC.

Pub Date—Sep 91

Contract—V199A00028

Note—172p. For the final evaluation report, see CE 059 014.

Pub Type—Reports - Evaluative (142) — Tests/Questionnaires (160)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Adult Education, Advisory Committees, Allied Health Occupations, *Allied Health Occupations Education, *Corporate Support, Demand Occupations, Educational Finance, Job Placement, Job Training, Private Financial Support, Program Development, Program Effectiveness, Program Evaluation, *Program Implementation, Remedial Instruction, Resource Allocation, *School Business Relationship, School Support, Student Recruitment, *Technological Advancement

Identifiers—*District of Columbia, Joint Venture, Partnerships in Education

Partners for American Vocational Education, in collaboration with education institutions and health care providers in the District of Columbia, developed a partnership between local education institutions and private sector health care providers. This business-education venture undertook to enhance existing and implement new education and training in high technology skills relating to health care occupations. The joint venture provided service to 255 D.C. residents; 196 were enrolled in training programs. The project: (1) established advisory steering teams of business, education, and community leaders; (2) formed a Health Care Employer Coalition; (3) worked with educational institutions on high technology training needs for the health care industry; (4) developed a plan to coordinate delivery of education services to health care employers; (5) conducted outreach and recruited learners; (6) assessed learners and provided remediation; (7) coordinated job placement; and (8) prepared a guide on development of a business-education venture. (The attached guide describes seven steps: establishment of an advisory steering task force; formation of an employer coalition; identification of an educational institution to work with the coalition; community outreach and trainee recruitment; participant assessment; training program organization and oversight; and job placement. Other attachments include lists of task force and coalition members, needs assessment survey instrument, recruitment flyers, and quarterly reports.) (YLB)

ED 336 612

CE 059 016

Gray, Brenda

Career Skills Enhancement Program (CSEP). A National Workplace Literacy Program, Final Report To Cover Activities April 1, 1990-September 30, 1991.

Santa Clara County Office of Education, San Jose, Calif.

Spons Agency—Office of Vocational and Adult Education (ED), Washington, DC.

Pub Date—30 Sep 91

Contract—V198A00081

Note—37p.

Pub Type—Reports - Descriptive (141) — Reference Materials (130)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adult Basic Education, *Adult Literacy, Diagnostic Teaching, Illiteracy, Individualized Education Programs, Informal Assessment, *Job Skills, Job Training, *Literacy Education, Material Development, Program Development, *Program Implementation, Skill Development, *Tutoring, Tutors, Volunteers, *Volunteer Training

Identifiers—California (Santa Clara), *Workplace Literacy

The Career Skills Enhancement Program (CSEP) was a National Workplace Literacy Program offered to Santa Clara County (California) Office of Education (COE) employees. A job skills study involved personal interviews, job shadowing, and examination of job descriptions and materials used by employees. Based on the study and initial needs assessment, the project coordinator ordered adult literacy materials and developed reading and math games and puzzles to supplement lessons. An awareness/recruitment campaign included six sessions for COE supervisors, articles in newsletters, and flyers. In addition to COE tutors, volunteer tutors were recruited from the community. Tutor training consisted of a 9-hour course developed by the coordinator, combining lecture, two short videos, sensitivity exercises, and hands-on participation. Tutors were encouraged to attend quarterly inservice training. Ninety-two COE employees were assessed; 80 decided to stay with the program. Supervisors and unions were not especially supportive of employee participation. Employee assessment included determination of reading, spelling, and mathematics level and discussion of short- and long-term goals, current job requirements, and future career plans. Individual Education Plans were developed, and each learner was matched with a tutor. A career counselor presented workshops on career-related topics. (A 251-item materials and equipment inventory is appended.) (YLB)

ED 336 613 CE 059 017

Friedel, Janice Nahra Coker, Dana Rosenberg

The EICCD Program Evaluation Process for Vocational-Technical Programs: A Summary.

Eastern Iowa Community Coll. District, Davenport.

Pub Date—91

Note—87p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Administrator Attitudes, Community Colleges, Cost Effectiveness, Data Collection, Decision Making, Employer Attitudes, *Evaluation Methods, Information Dissemination, Labor Needs, Needs Assessment, Program Development, Program Effectiveness, *Program Evaluation, *Self Evaluation (Groups), Self Evaluation (Individuals), Student Attitudes, Surveys, Teacher Attitudes, Technical Education, Technical Writing, Two Year Colleges, *Vocational Education

Identifiers—Eastern Iowa Community College District

This document describes and provides forms used in the Eastern Iowa Community College District (EICCD) Vocational-Technical Program Evaluation Process. Chapter I describes development of the process and discusses the goals of program evaluation. Two major components of the program evaluation process—annual program review and 3-year in-depth program evaluation—are identified. Seven components of the in-depth program evaluation process are outlined: program descriptive information; surveys; labor market assessment; faculty self-study; internal review team report; faculty response to report; and decision making by instructional council. Chapters II through VIII focus on these seven components. Each chapter discusses one of the components in detail. Chapter II provides formats to deliver the required program descriptive

information. Chapter III contains copies of surveys used with six groups and data matrix formats to present survey results. Types of information collected by the labor market assessment are outlined in Chapter IV. Chapter V presents questions that provide an outline for the faculty self-study. Chapter VI describes the purpose, members, and role of the internal review team and lists its duties. An internal review team report form is provided. Chapters VII and VIII briefly discuss the faculty response to the report and decision making by the instructional council, respectively. (YLB)

ED 336 614 CE 059 028
A Model Vocational High Technology in Health Care Demonstration Project. Final Performance Report.

Valencia Community Coll., Orlando, Fla.
Spons Agency—Office of Vocational and Adult Education (ED), Washington, DC.

Pub Date—30 Jun 91

Contract—V199A00005

Note—177p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—Community Colleges, Curriculum Development, Demonstration Programs, Diagnostic Teaching, Improvement Programs, Inservice Education, Material Development, Medical Services, Needs Assessment, *Neonates, Nurses, *Nursing Education, *Obstetrics, *Pediatrics, Practical Nursing, Professional Training, Program Development, Program Implementation, Staff Development, *Technological Advancement, Two Year Colleges

Identifiers—Orlando Regional Medical Center FL

A unique training program in high tech obstetrical, neonatal, and pediatric nursing care areas was designed to be offered on site at Orlando (Florida) Regional Medical/Arnold Palmer Hospital for Children and Women. The training program offered 16 different courses to 355 employees over the 18-month period of the project. A needs assessment was disseminated to employees and newly hired workers were interviewed to determine training needs. Results were used to advise individuals and determine course offerings. Courses were offered on these subjects: (1) cardiac intensive care (neonatal and pediatric patients); (2) when the young die in a high technological environment; (3) minimizing traumatic effects for the child; (4) growth and development in high tech pediatric nursing; (5) advanced technology in adolescent nursing care, neonatal intensive care, pediatric nursing, and pediatric intensive care; (6) critical care concepts for obstetrical nurses; (7) nursing management of high risk pregnancy; (8) fetal monitoring; (9) advanced nursing care in labor and delivery; (10) high tech emergency/trauma nursing; (11) extracorporeal membrane oxygenation; and (12) pediatric nursing chemotherapy technology. (An 11-page report is followed by these attachments: project goals and objectives; course descriptions and objectives; course dates and participant numbers; list of presentations; needs assessment report; brochures and flyers; results of participants' evaluation of the program; independent evaluation report; and example of curriculum materials produced.) (YLB)

ED 336 615 CE 059 031

Parker, Franklin Parker, Betty J.
Myles Horton (1905-90) of Highlander: Adult Educator and Southern Activist.

Pub Date—91

Note—17p.

Pub Type—Historical Materials (060)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Activism, Adult Education, Biographies, *Black History, *Civil Rights, Conflict Resolution, *Folk Schools, Labor Relations, Racial Discrimination, Racial Relations, *Social Change, Social Influences, Unions, Voting Rights
Identifiers—*Highlander Folk School TN, *Horton (Myles)

As a leader of social change in the South, Myles Horton (1) unionized southern textile workers and coal miners and advanced civil rights through his Highlander school; (2) conducted Highlander workshops for black leaders; (3) first popularized the song "We Shall Overcome"; and (4) initiated Citizenship Schools to help blacks register to vote. As a youth, he questioned racial inequality. He was dismayed at unfair labor practices in a Tennessee factory and urged workers to organize. Horton wanted to create a school that would serve poor people in labor and racial strife and help them to

gain freedom, dignity, and justice. Studying sociology at the University of Chicago in 1930-31, Horton recognized that conflict redirected thinking. Highlander Folk School, inspired by Danish folk schools, was opened in Monteagle, Tennessee in 1932. Horton's wife Zilphia introduced many cultural programs at Highlander. During 1953-61, as Highlander's civil rights activities increased, so did segregationist attacks on the school. Horton is remembered for his efforts to fight for a better world. (A "Myles Horton Chronology 1905-1990" and a 35-item bibliography are included.) (NLA)

ED 336 616 CE 059 032

Tan, Hong And Others

Youth Training in the United States, Britain, and Australia.

National Center on Education and Employment, New York, NY.; Rand Corp., Santa Monica, Calif.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—ISBN-0-8330-1163-4; RAND/R-4022-ED

Pub Date—91

Contract—G008690008

Note—58p.

Available from—Rand Corporation, 1700 Main Street, P.O. Box 2138, Santa Monica, CA 90407-2138.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Adolescents, Adult Vocational Education, Comparative Analysis, *Educational Attainment, Educational Benefits, Education Work Relationship, Employment Patterns, Foreign Countries, *Job Training, Males, *Technological Advancement, Union Members, Unions, *Wages, Work Experience, *Youth, Youth Employment
Identifiers—*Australia, *Great Britain, United States

Training measures in the U.S. National Longitudinal Survey of Young Men, the National Child Development Study for Britain, and the Australian Longitudinal Survey of Youth were used to study determinants and labor market outcomes of post-school training received by young men. Twelve percent of U.S. youth reported getting formal training in the first year, compared with between 30 and 40 percent of nonapprentice males in Britain and Australia. As they acquired work experience, a high proportion of U.S. youth reported receiving training, whereas job training in Britain and Australia proceeded at a slower pace. U.S. employers provided workers with company-based training; British and Australian employers relied on outside training sources. Level of schooling attainment was an important predictor of post-school training and labor market success. For all three countries, better-educated youth were considerably more likely to get training. Rapid technical changes increased the likelihood of getting company training, especially for youth with the most education. In all three countries, union membership was associated with an increased probability of training, and company-based training had by far the largest quantitative influence on raising youth wages. Other training benefits were employability and job stability. Wage effects of formal training in the United States were roughly twice those in Britain and Australia. (32 references) (YLB)

ED 336 617 CE 059 033

Bloom, Dan And Others

LEAP. Implementing a Welfare Initiative To Improve School Attendance among Teenage Parents. Ohio's Learning, Earning, and Parenting Program.

Manpower Demonstration Research Corp., New York, N.Y.

Spons Agency—Ford Foundation, New York, N.Y.; Ohio State Dept. of Human Services, Columbus.

Pub Date—Jul 91

Note—161p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Adolescents, Agency Cooperation, Ancillary School Services, *Attendance, Attendance Patterns, Behavior Change, Coordination, *Dropout Prevention, Dropout Programs, Dropouts, *Early Parenthood, Economically Disadvantaged, *Incentives, Program Effectiveness, Program Evaluation, Secondary Education, *State Programs, Unemployment, Welfare Recipients, *Welfare Services, Youth Employment,

Youth Problems

Identifiers—*Learning Earning and Parenting Program OH, Ohio

An analysis of Ohio's Learning, Earning, and Parenting (LEAP) program focused on the first 18 months of program operations. The 12 randomly selected research counties contained about two-thirds of the statewide teen population targeted by LEAP. The analysis relied on field research, supplemented by data collected from county human service agencies and a survey of LEAP teens. LEAP provided financial incentives, child care, and transportation support to encourage and help pregnant teenagers and teenage custodial parents to attend school regularly. Counties devised different approaches to assigning and coordinating grant adjustment and other functions traditionally handled by separate divisions of county departments but combined by LEAP. Despite difficulties in identifying eligible teens, LEAP operated on a large scale and worked with large numbers of school dropouts. LEAP and local school staff made substantial progress in developing linkages needed to transmit school attendance information to county human service agencies. In a number of schools and school districts, LEAP and school staff took steps to develop broader linkages. Staff had implemented the financial incentive system and requested grant adjustments for large numbers of teen parents. Few LEAP teens availed themselves of program-funded child care. (Appendices include LEAP participant data, an article on the flow of information in LEAP, 29 references, and a list of 25 related publications.) (YLB)

ED 336 618 CE 059 047

Everett, Karen

Steps to Academic Success. An Academic Planning Handbook.

Eastern Montana Coll., Billings.

Spons Agency—Montana State Office of the Superintendent of Public Instruction, Helena.

Pub Date—[90]

Note—17p.

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Aspiration, College Bound Students, *College Choice, *Decision Making, *Educational Counseling, Educational Opportunities, Guides, High Schools, Orientation, *Student Educational Objectives, Student Placement, Technical Education, *Vocational Education

Identifiers—353 Project

This handbook is designed for student use in exploring the opportunities and challenges available in community colleges or four-year institutions. It could also be used by students interested in attending vocational-technical schools. The table of contents is designed as a checklist so that the booklet can be used as part of decision making. Part I focuses on choosing a school. Two chapters discuss three steps in defining one's choice and contents of a catalog or bulletin. Part II provides assistance in becoming familiar with the chosen college choice, its campus, its resources, and its regulations. Five chapters cover the admissions process, college calendar, resources on campus and in the community, and special student services. Part III gives steps to follow in planning an academic career. Four chapters discuss advising and academic planning, basic types of courses, scheduling, a year-long academic plan, and other resources needed. Part IV contains a final note and a glossary of terms in higher education. (YLB)

ED 336 619 CE 059 057

Owen, Ollie

The Computers and the Elderly Program at Syracuse University: A History.

Syracuse Univ., NY. Kellogg Project.

Spons Agency—Kellogg Foundation, Battle Creek, Mich.

Pub Date—Aug 91

Note—18p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Adult Programs, Community Programs, *Computer Literacy, Computer Networks, Computers, Computer Uses in Education, Continuing Education, Elementary Education, Elementary School Students, *Intergenerational Programs, *Older Adults, Technological Advancement, *Volunteers

Identifiers—*Computers and the Elderly Program, Syracuse University NY

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In 1983, the Syracuse All-University Gerontology Center (AUGC) began to offer computer classes to older adults. In starting what is now called the Computers and the Elderly Program, AUGC's director and assistant director sought advice from the Syracuse University Elders Council, comprised of older alumni, who were also among the first class participants. An important part of the program was research regarding the impact of computer use on the elderly. As the demand for instruction grew, the program expanded in two directions. In 1985, the local school district and the AUGC collaborated in arranging for older adult volunteers, who had received computer training themselves, to teach elementary school children how to use a computer. Also in 1985, negotiations began for AUGC to become an original SeniorNet site; the actual site designation was granted in May 1986. SeniorNet was a nonprofit organization based in San Francisco that operated a computer network for older adults. This network linked elders at many geographically dispersed sites, where they received training and had access to computers. When AUGC administrative headquarters was moved in Spring 1988, the Computers and the Elderly Program was adopted by the Kellogg Project. Before the Kellogg Project ended in 1991, a new home was found for the Computers and the Elderly Program in the Wagon Wheel Senior Center. (YLB)

ED 336 620 CE 059 058

Leviton, Sar A. Gallo, Frank
Got To Learn To Earn: Preparing Americans for Work. Occasional Paper 1991-3.
 George Washington Univ., Washington, D.C. Center for Social Policy Studies.
 Spons Agency—Ford Foundation, New York, N.Y.
 Pub Date—Sep 91
 Note—65p.

Pub Type—Information Analyses (070)
EDRS Price - MF01/PC03 Plus Postage.
 Descriptors—Adult Literacy, *Basic Skills, *Disadvantaged Environment, *Economic Development, *Educational Benefits, Educational Finance, *Education Work Relationship, Federal Government, Government School Relationship, Higher Education, Illiteracy, *Labor Force Development, Occupational Mobility, Poverty, Productivity, Secondary Education, Vocational Education

Unlike those of several of its major economic competitors, the U.S. system of preparation for work stresses educational attainment rather than qualitative standards or occupationally specific assessments of knowledge or skills. The resultant emphasis on longer education produces a more qualified work force, but the quest for longer schooling has not come cheaply. Spending figures suggest that inefficiency rather than insufficiency is a prime culprit of U.S. educational deficiencies. The evidence indicates that factors other than education also enhance economic growth. The causes of poor student performance continue to be intensely debated. Poverty and discrimination have been found to hinder educational and job opportunities significantly. Increased attention to basic skills rather than further specialization would increase overall economic flexibility and the career adaptability of individual workers. Labor shortages in specific occupations are more difficult to forecast than are broader skill deficiencies. Current explanations used by various education commissions downplay the pervasive influence of poverty and family deterioration. Employers are not devoting large amounts of money to worker training. The adoption of national achievement standards at each level of schooling is recommended. (52 endnotes) (YLB)

ED 336 621 CE 059 061

Occupational Education Proficiency Examination in Home Economics Education. Home Economics CORE Courses. A Testing Perspective on the Curriculum, Grades 9-12.
 New York State Education Dept., Albany. Office of Occupational and Continuing Education.
 Pub Date—87

Note—62p.
 Pub Type—Guides - Classroom - Teacher (052) - Tests/Questionnaires (160)
EDRS Price - MF01/PC03 Plus Postage.
 Descriptors—*Achievement Tests, Career Counseling, Clothing Instruction, *Core Curriculum, Family Life Education, Foods Instruction, High Schools, Housing Industry, Individual Development, Nutrition Instruction, *Occupational Home Economics, Physical Environment, Text-

iles Instruction
 Identifiers—*New York

This document provides New York administrators, counselors, and teachers with information on the statewide Occupational Education Proficiency Examination in the four home economics core courses: (1) clothing and textiles; (2) food and nutrition; (3) housing and environment; and (4) human development. Included in this document are Blueprint and Examination Formats for each of the four courses. For each course, this format consists of 50 multiple-choice questions. Each module within a course and the percentage of questions on the test are given. This guide also contains sample examination questions for each course. The second part of this document contains information specific to each module, topic, and performance objective in each core curriculum. An implementation matrix for each core course identifies modules, topics, and performance objective(s). When activity descriptions are recorded at the top of the matrix and the corresponding performance objectives checked off, teachers can determine whether all the performance objectives have been addressed. (NLA)

ED 336 622 CE 059 064

The 1990 Guide to the Evaluation of Educational Experiences in the Armed Services. (1) Army Courses. (2) Army MOS's. (3) Navy. (4) Air Force, Coast Guard, Department of Defense, Marine Corps.

American Council on Education, Washington, D.C.
 Spons Agency—Department of Defense, Washington, D.C.
 Report No.—ISBN-0-02-897522-7; ISBN-0-02-897523-5; ISBN-0-02-897524-3; ISBN-0-02-897525-1
 Pub Date—90
 Contract—N00612-89-C-8001
 Note—2,465p.

Available from—Macmillan Professional Books Division, Macmillan Publishing Co., Inc., 866 Third Avenue, New York, NY 10022.
 Pub Type—Reference Materials - Directories/Catalogs (132)

EDRS Price - MF22/PC99 Plus Postage.
 Descriptors—Armed Forces, *College Credits, Educational Assessment, *Educational Experience, Enlisted Personnel, Experiential Learning, Higher Education, *Military Service, *Military Training, Postsecondary Education, *Prior Learning, *Work Experience

Identifiers—Air Force, Army, Coast Guard, Department of Defense, Marine Corps, Navy
 This four-part guide describes how service members can receive college credits for their military training and experience. Each volume provides instructions for finding and using exhibits and recommendations, as well as information on awarding credit for extracurricular learning, transfer and award of credit, and a model policy on awarding such credit. Volume 1 contains recommendations for formal courses offered by the Army, Army Reserve, and Army National Guard. Each course exhibit has these components: identification number; military course number with course version numbers and titles; location; length; exhibit dates; learning outcomes; instruction; credit recommendation; and related occupational codes. Volume 2 contains recommendations for Army enlisted and warrant officer military occupational specialties (MOS). Each MOS exhibit has these components: identification number; title and MOS designation; career management field; description; and recommendation. Volumes 3 and 4 contain recommendations for formal courses offered by the Navy and by the Air Force, Coast Guard, Marine Corps, and Department of Defense, respectively. Each course exhibit has the same components as those for courses in Volume 1. Coast Guard Rating exhibits, Coast Guard Warrant Officer exhibits, and Marine Corps exhibits have generally the same components as those in Volume 2. Appendixes to the volumes may contain a keyword index, course number index, occupational title indexes, and sample military records. (YLB)

ED 336 623 CE 059 069

Human Resources and New Technologies: Issues and Policies. Working Document. (Note by the Secretariat.)
 Organisation for Economic Cooperation and Development, Paris (France). Centre for Educational Research and Innovation.
 Pub Date—24 May 89
 Note—19p.

Pub Type—Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Basic Education, Adult Literacy, Curriculum Development, Demand Occupations, *Educational Needs, Employment Level, *Employment Patterns, Employment Projections, Foreign Countries, *Futures (of Society), Illiteracy, Job Training, Labor Economics, *Labor Market, Postsecondary Education, Secondary Education, *Service Occupations, Teacher Education, Teaching Methods, *Technological Advancement

Identifiers—*Europe

This paper reviews some key trends revealed by a project on "Technological Change and Human Resources Development: The Service Sector" conducted by the Organisation for Economic Cooperation and Development. The project seeks to identify and analyze changes in labor markets, work organization, and skill requirements arising from the introduction of new technologies, particularly information technologies, at the enterprise level. Three questions are used as a framework for presentation: (1) what is the specific impact of new technologies on ongoing changes in the service sector? (2) what are the implications of these new technologies on skill requirements of new entrants and participants into the service labor market?; and (3) what implications can be drawn from these changes for education and training policies? Discussion resulting from these questions leads to needs for policy development in five major areas: the functioning of labor markets in terms of flexibility; organizational structures for education and training; reform of curriculum and teaching practices; issues of adult learners and of illiteracy; and teacher preparation in response to changing expectations. (KC)

ED 336 624 CE 059 098

Guy, Cynthia A. And Others
Self-Employment for Welfare Recipients: Implementation of the SEID Program.
 Manpower Demonstration Research Corp., New York, N.Y.

Spons Agency—Corporation for Enterprise Development.
 Pub Date—Aug 91
 Note—218p.

Pub Type—Reports - Evaluative (142)
EDRS Price - MF01/PC09 Plus Postage.
 Descriptors—*Demonstration Programs, Economic Development, Employment Opportunities, *Entrepreneurship, Job Development, Job Training, Postsecondary Education, Program Development, Program Effectiveness, *Program Implementation, *Self Employment, Small Businesses, *Welfare Recipients
 Identifiers—*Self Employment Investment Demonstration

The Self-Employment Investment Demonstration (SEID) is a test, designed to run from 1988 to 1992, of the feasibility of operating a program to encourage self-employment among welfare recipients. Challenges facing SEID included selecting sites, developing curricula, recruiting clients, getting clients through business training, completing business plans, obtaining financing, starting the businesses, and operating the businesses. During 1988-1989, the program operated in seven sites across four states. Based on early implementation experiences, it appears that (1) SEID attracted an unusual group of welfare recipients with substantial education and long welfare dependence; (2) about 34 percent of the enrollees had been self-employed in the past; (3) recruitment of clients was not difficult, but the program operated on a very small scale, usually involving 1 to 7 percent of welfare recipients in a given area; (4) only four of the agencies achieved full implementation of the SEID program; and (5) getting clients to complete business plans proved difficult and resulted in fewer than 100 businesses being opened. Evaluation of the experience through the beginning years shows that all the programs fell far short of initial expectations for business openings. It was concluded that self-employment is an appropriate approach for only a few welfare recipients. However, because of the value of entrepreneurship in the United States culture, the program continues to have appeal. (The report includes 23 tables, 4 figures, and 18 references. Six appendixes provide an outline of Maryland's SEID program, a technical appendix, the number of participants in the program phases, characteristics of enrollees, a comparison of enrollees with welfare recipients in two other programs, and a sample business plan.) (KC)

ED 336 625 CE 059 102

General Cooperative Education Clubs of Arkansas, Huntsville School District, AR.

Pub Date—87

Note—30p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Cooperative Education, Cooperative Programs, High Schools, On the Job Training, Program Evaluation, *Program Guides, Student Evaluation, *Student Organizations, Work Experience Programs

Identifiers—*Huntsville School District AR

This handbook contains rules, regulations, and expectations required of General Cooperative Education (GCE) students in Huntsville High School (Arkansas). The guide contains the following sections: (1) what is the GCE program; (2) basic beliefs concerning GCE; (3) rules and regulations concerning employment; (4) rules and regulations concerning school; (5) rules and regulations concerning the employer; (6) the General Cooperative Education Clubs of Arkansas; (7) on-the-job training; (8) responsibilities when you begin your job; (9) student code of ethics; and (10) index. The index contains the forms needed in the Cooperative Education program: (1) verification of insurance; (2) student's classroom rating sheet—evaluation of student's classroom performance by coordinator; (3) GCE work report; (4) travel permission form; (5) GCE employment and wage record; (6) GCE training agreement; (7) GCE contract; and (8) points to be graded. (NLA)

ED 336 626 CE 059 114

The Virginia Department of Correctional Education Transition Program.

Virginia State Dept. of Correctional Education, Richmond; Virginia State Dept. of Education, Richmond.

Report No.—TAC-B-162

Pub Date—88

Note—59p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Adolescents, *Agency Cooperation, *Correctional Education, *Delinquency, Individualized Education Programs, Institutionalized Persons, Needs Assessment, Public Schools, Secondary Education, Student Placement, Student Records, *Transitional Programs

Identifiers—*Virginia

This document describes the Virginia Department of Correctional Education's (DCE) Transition Program, which assists juvenile offenders in making the transition from one school program to another. The student is moved from the community to a detention home school, then to the Department of Youth and Family Services Reception and Diagnostic Center, to a learning center, and back to the community. The report includes the following sections: definitions; community advisory board members; mission, philosophy, goals, and organization of the DCE; and the four phases of the transition program—agency awareness, transfer of records, preplacement planning, and student follow-up. Appendices contain the following: transition fact sheet, exit interview form, probation and school aftercare report forms, transition report form, release/exchange of information, parental consent letter, and secondary school transcript form. (SK)

ED 336 627 CE 059 117

An Evaluation Report on the VISTA Literacy Corps.

Development Associates, Inc., Arlington, VA.

Spons Agency—ACTION, Washington, D.C.

Pub Date—Aug 91

Contract—90-043-1009

Note—79p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Adult Basic Education, *Adult Literacy, *Literacy Education, *Program Effectiveness, Program Improvement, Public Service, *Voluntary Agencies, *Volunteers, Volunteer Training

Identifiers—*Volunteers In Service To America Literacy Corps

An evaluation of the VISTA (Volunteers in Service to America) Literacy Corps was conducted to provide a description of the Literacy Corps, numbers of persons served, strategies used, volunteer activities, and project results; to determine the degree to which the program is meeting its goals; and

to identify the strengths and weaknesses of the VISTA Literacy Corps. Data were gathered from 60 VISTA Literacy Corps project directors and 313 active VISTA volunteers through a mailed survey. Telephone interviews were conducted with 153 former volunteers, and 18 site visits were made. Some of the findings of the survey were the following: (1) the median number of clients served by a program was 220; (2) the major activities of VISTA volunteers were client recruitment, outreach, recruiting of tutors and other volunteers, and recordkeeping; (3) volunteers received an average of 42 hours of training; and (4) volunteers were most effective in increasing links with other organizations. The study concluded that the VISTA Literacy Corps is meeting its mandate to work with disadvantaged populations in poverty areas and that the literacy projects will have a hard time serving their clientele once VISTA volunteers complete their service. The study recommended that literacy should remain a focus of the VISTA program, that the structure be improved, and that greater communication among VISTA Literacy Corps projects should be encouraged. (8 references) (KC)

ED 336 628 CE 059 120

Arnold, Rick And Others

Educating for a Change.

Between the Lines, Toronto (Ontario); Doris Marshall Inst. for Education and Action, Toronto (Ontario).

Spons Agency—Canada Council, Ottawa (Ontario); Ontario Council for the Arts, Toronto; Ontario Dept. of Education, Toronto.

Report No.—ISBN-0-921284-48-9

Pub Date—91

Note—217p.; For related documents, see CE 059 121-124.

Available from—Doris Marshall Institute, 818 College Street, #3, Toronto, Ontario M6G 1C8 (\$11.95 plus 20% shipping and handling; in Canada add 7% sales tax).

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adult Education, Change Agents, *Change Strategies, Check Lists, Curriculum Development, Democracy, Democratic Values, Developed Nations, Foreign Countries, *Group Dynamics, Group Experience, *Individual Power, Learning Activities, Material Development, Personal Autonomy, *Program Design, *Program Development, Self Determination, *Social Change

Identifiers—*Canada, Popular Education

Intended for educators, this book aims to build their skills and confidence as they educate for social change. Chapter 1 is about strategy—factors to consider before getting involved in an educational program. It discusses the importance of putting oneself as an educator into the picture and of analyzing the broader social context in which educators' work takes place. Chapter 2 draws from the authors' experience in designing educational events so they meet the objectives people bring to them. A discussion on planning an educational program concludes with a checklist for effective design. Chapter 3 focuses on educational activities with examples of some that have been found useful. Each activity has these components: why use it, time it takes, what one needs, how it is done, variations, and source. Chapter 4 concerns facing the challenges of facilitating a group, making the most of who one is, and working through conflicting agendas. Chapter 5 looks back at some things the authors learned from past experiences. It examines the power relations inherent in learning situations and considers the question of how one might increase one's impact on the processes of social change. Chapter 6 looks forward to challenges of the 1990s—economic, political, social, and cultural and ideological. A postscript contains a discussion of the authors as they neared the end of the writing process and comments from colleagues who read the manuscript. The bibliography lists 45 publications. (YLB)

ED 336 629 CE 059 121

Educating for a Change. A Skillshop for Trade Union Educators. Workshop Manual.

Doris Marshall Inst. for Education and Action, Toronto (Ontario); Ontario Public Service Employees Union, Toronto.

Spons Agency—Ontario Ministry of Skills Development, Toronto.

Pub Date—89

Note—160p.; For related documents, see CE 059

120-124. Based on a course in facilitation and design for staff and members of the Ontario Public Service Employees Union who teach employment equity (Lake Simcoe, Ontario, January 8-13, 1989).

Available from—Doris Marshall Institute, 818 College Street, #3, Toronto, Ontario M6G 1C8 (\$10.00 plus 20% shipping and handling; in Canada add 7% sales tax).

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adult Education, Change Agents, Change Strategies, *Curriculum Development, *Equal Opportunities (Jobs), Foreign Countries, *Labor Education, Learning Activities, Material Development, *Sex Fairness, Social Change, Teaching Methods, *Unions, Workshops

Identifiers—Ontario, *Popular Education

Materials are provided from a 5-day course designed to help Ontario Public Service Employees Union (OPSEU) educators produce a draft outline for an introductory course on employment equity. Other objectives of the course are as follows: (1) to strengthen OPSEU educators' skills in facilitation, design of education sessions, and addressing resistance in social change education; (2) to strengthen OPSEU educators' knowledge of adult and popular education methodology and specific resources useful in teaching about employment equity; and (3) to develop a core team of OPSEU educators to teach the course. Introductory materials include information on workshop planning and an overall course outline with session objectives. For each day of the course, these materials are provided: (1) a restatement of the objectives and agenda; (2) a brief description of the process; (3) task sheets for activities used; (4) details of selected activities; and (5) material produced by participants. Session titles are as follows: What's It All About; Introducing Equity Issues; Analyzing Systemic Barriers; Facilitation, Addressing Resistance, Design; and Role of the Union in Challenging Discrimination. The product, a manual for facilitators of a weekend course on employment equity, is provided. The course is divided into four sessions. These are divided into specific activities with guidelines for time, materials, and process. Task sheets and background notes are provided where necessary. (YLB)

ED 336 630 CE 059 122

Educating for a Change. An ANC Skillshop in Popular Education. Workshop Manual.

African National Congress; Doris Marshall Inst. for Education and Action, Toronto (Ontario).

Spons Agency—Centre for the Study of Education in Developing Countries, The Hague (Netherlands).

Pub Date—90

Note—91p.; For related documents, see CE 059 120-124. A course in the theory and practice for planning and leading workgroups (Lusaka, Zambia, January 28-February 3, 1990).

Available from—Doris Marshall Institute, 818 College Street, #3, Toronto, Ontario M6G 1C8 (\$10.00 plus 20% shipping and handling; in Canada add 7% sales tax).

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adult Education, Change Agents, *Change Strategies, *Curriculum Development, Democracy, *Democratic Values, Foreign Countries, Group Dynamics, Group Experience, *Learning Activities, Material Development, *Program Development, *Social Change, Staff Development, Teaching Methods, Workshops

Identifiers—Africa, *Popular Education

This manual provides materials for a 6-day workshop to develop skills in democratic learning and teaching practices. Goals of the workshop are as follows: (1) train facilitators to use the methodology; (2) introduce people in the African National Congress (ANC) to the potential of popular education methodology; (3) determine follow-up action to create a base of interchange of experience; and (4) plan actions necessary to create a core of trainers of trainers. Section A contains an overview of the course, including its objectives and agenda. Section B is a detailed review of each day of the program. It includes a restatement of the objectives for the day, a description of the process used, the activity task sheets and handouts, and all the knowledge/materials produced by the participants on that day. Titles of the six sessions are as follows: What's It All About; Surveying the Terrain; Working by

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Design: Part One, Planning an Activity; Working by Design: Part Two, Planning a Workshop/Meeting; The Practice of Facilitation; and Covered Ground and Next Steps. Section C summarizes the methods of evaluation built into the course and the most immediate results of the programs. (YLB)

ED 336 631 CE 059 123

Educating for a Change. A Skillshop for Immigrant Community Educators. Workshop Manual. Doris Marshall Inst. for Education and Action, Toronto (Ontario); Education Wife Assault, Toronto (Ontario).

Spons Agency—Ontario Ministry of Citizenship and Culture, Toronto; Ontario Ministry of Skills Development, Toronto; Ontario Women's Directorate, Ottawa.

Pub Date—89

Note—99p. For related documents, see CE 059 120-124. Based on a course in facilitation and design for immigrant community educators working on the issues of woman abuse (Bolton, Ontario, October 1-6, 1989).

Available from—Doris Marshall Institute, 818 College Street, #3, Toronto, Ontario M6G 1C8 (\$10.00 plus 20% shipping and handling; in Canada add 7% sales tax).

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adult Education, *Battered Women, Change Agents, Change Strategies, *Community Education, *Curriculum Development, Democracy, Democratic Values, Family Violence, Foreign Countries, Group Dynamics, Group Experience, *Immigrants, *Learning Activities, Material Development, Program Development, *Social Change, Spouses, Staff Development, Teaching Methods, Workshops

Identifiers—*Canada, Popular Education

This manual provides materials for a 6-day workshop for immigrant women working on the issue of woman abuse; it is intended to help them do their own programs in their own language out of their own cultural context. Objectives of the course are as follows: to increase educator skills and confidence in (1) developing learning activities and using available resources; (2) designing new community education programs on the issue of woman abuse/wife assault; and (3) facilitating group activities that draw on participants' experiences, introduce information, analyze problems and issues, and develop action plans. Section A is a broad overview of the course, its objectives, and the assumptions on which it was based. Section B details each day or stage of the course. For each stage, these components are provided: a restatement of the objectives and agenda for each session, brief description of the process, task sheets for the activities used, detailed explanations of some activities, and the material produced by the participants. Session titles are as follows: What's It All About; Surveying the Terrain; Ten Finger Typing: Activities and Tools; Designing an Activity and Workshop Model; On Stage: The Practice of Facilitation; and Covered Ground and Next Steps. The final section summarizes the methods of evaluation built into the course. (YLB)

ED 336 632 CE 059 124

Educating for a Change. A Skillshop for Community Educators. Workshop Manual.

Doris Marshall Inst. for Education and Action, Toronto (Ontario).

Spons Agency—Ontario Ministry of Citizenship and Culture, Toronto; Ontario Ministry of Skills Development, Toronto.

Pub Date—88

Note—119p. For related documents, see CE 059 120-123. Based on a course in facilitation and design for community educators working in immigrant services and resettlement programs (Orillia, Ontario, November 22-27, 1988).

Available from—Doris Marshall Institute, 818 College Street, #3, Toronto, Ontario M6G 1C8 (\$10.00 plus 20% shipping and handling; in Canada add 7% sales tax).

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adult Education, *Battered Women, Change Agents, Change Strategies, *Community Education, *Curriculum Development, Democracy, Democratic Values, Family Violence, Foreign Countries, Group Dynamics, Group Experience, *Immigrants, *Learning Activities, Material Development, Program Development,

*Social Change, Spouses, Staff Development, Teaching Methods, Workshops

Identifiers—*Canada, Popular Education

This manual provides materials for a 3-day course in the development of design and facilitation skills for participants. The course is intended for community educators who work in the areas of immigrant settlement, cultural interpretation, or wife assault and have responsibilities for leading group discussions or running educational programs. Section 1 provides a broad overview of the course and its objectives. Section 2 details each day or stage of the course. For each stage, these components are provided: a restatement of the objectives and agenda for each session, brief description of the process, task sheets for activities used, detailed descriptions of some activities, and material produced by the participants. Session titles are as follows: What's It All About; Surveying the Terrain; Ten Finger Typing: Activities and Tools; Designing an Activity and Workshop Model; On Stage: The Practice of Facilitation; and Covered Ground and Next Steps. The final section summarizes the methods of evaluation built into the course. (YLB)

ED 336 633 CE 059 126

Miller, Robert R.

Corporate Strategy and Industrial Training. Contract Report.

Spons Agency—Congress of the U.S., Washington, D.C. Office of Technology Assessment.

Pub Date—Feb 90

Note—70p. For a related report, see ED 326 622.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Administrative Organization, Adult Basic Education, *Competition, Corporate Support, Economics, Futures (of Society), *Industrial Training, *Labor Force Development, *Manufacturing Industry, *On the Job Training, Organizational Change, Postsecondary Education, Teamwork

Identifiers—Caterpillar Tractor Company, Hewlett Packard Corporation, Motorola Inc

Using a brief series of extended interviews, a study gathered information on how corporate competitive strategies affect, and are affected by, worker training requirements. It focused on training activities involving plant-level personnel and first-level supervisors. Interviews were conducted with general manufacturing executives and training managers at 11 companies in various manufacturing fields. In all cases, international competition was a significant factor being considered in corporate planning. The study found that the companies often are restructuring in order to control costs, improve quality, and increase flexibility. From a training perspective, these three needs are motivating changes. Companies are radically redesigning the methods by which work gets accomplished, changing from supervised departments to team responsibility, with the result that more decisions that were formerly made by supervisors are now made by workers. In addition, the number of work classifications has been reduced and workers are required to be more flexible. The companies today often enroll new employees immediately in formal training programs, in addition to on-the-job instruction. Other training might include instruction in making rapid changeovers, learning multiple tasks, acquiring skills in troubleshooting, and learning to function in quality circles. Many companies also include sessions on corporate strategy, company policies, and product use. Basic skills courses are also offered for present employees as needed. (Case studies of Caterpillar, Motorola, and Hewlett-Packard are included, and a list of the companies studied is appended.) (KC)

ED 336 634 CE 059 127

Op't Holt, Tim. Ed.

Proceedings of the Workshop To Review Questions Asked about the Respiratory Care Essentials.

AARC Summer Forum (St. Petersburg, Florida, July 14-15, 1989).

American Association for Respiratory Care, Dallas, TX.

Pub Date—Jul 89

Note—57p.

Pub Type—Collected Works - Proceedings (021) - Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Accreditation (Institutions), *Clinical Teaching (Health Professions), Competency Based Education, Curriculum Development, Curriculum Evaluation, Employment Opportunities, *Evaluation Criteria, Integrated Activities, Pro-

gram Evaluation, Program Improvement, Raw Scores, *Respiratory Therapy, Teaching Methods

These workshop proceedings include a discussion of nine questions regarding essentials and guidelines of an accredited respiratory care essentials educational program: (1) How does the program assess the appropriateness of facilities? (2) How can the success of the clinical components be determined? (3) How can the validity and reliability of the major summative evaluation systems be identified and assessed? (4) What are acceptable methods of integration of clinical and didactic instruction, and clinical coordination and supervision? (5) What types of affective domain goals, standards, and curricular material are appropriate—how can these be evaluated? (6) How can a program get higher rates of return from surveys of its communities of interest and how can a program legally obtain an individual's score reports? (7) How can the raw score reports be related to instructional success and program modification? (8) What methods to determine curricular offerings should be used in programs with multiple exit levels, with respect to student's interests and employment opportunities? and (9) How and when should a program modify its goals and standards when its graduates are not meeting the originally expressed competencies? An appendix contains (1) forms and evaluations used by respiratory care programs from across the country; (2) Essentials and Guidelines of an Accredited Education Program for the Respiratory Therapy Technician and Respiratory Therapist; and (3) a copy of the National Board for Respiratory Care's newsletter. (NLA)

ED 336 635 CE 059 128

Basic Program in Technology Education. NCATE.

Approved Curriculum Guidelines.

International Technology Education Association, Reston, VA.

Pub Date—Apr 87

Note—13p.

Available from—International Technology Education Association, 1914 Association Drive, Reston, VA 22091-1502 (\$5.00 members; \$7.00 nonmembers).

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Accreditation (Institutions), Accrediting Agencies, Guidelines, Higher Education, Institutional Evaluation, *Standards, *Teacher Education Programs, *Technological Literacy, *Technology

Identifiers—*National Council for Accreditation of Teacher Educ., *Technology Education

This document contains forms that colleges and universities must submit to the National Council for Accreditation of Teacher Education (NCATE) in order to have their teacher education programs in technology education accredited. The forms include standards in the three subsystems of technology education—production (construction and manufacturing), communication, and transportation—that must be met in order for a program to be accredited. For each guideline listed, the forms provide space for the college or university requesting accreditation to list courses, describe experiences, and refer to submitted documents. A checklist of materials that must be submitted is also included in this packet. (KC)

ED 336 636 CE 059 130

Technology Education in Action: Outstanding Programs.

International Technology Education Association, Reston, VA.

Pub Date—89

Note—64p.

Available from—International Technology Education Association, 1914 Association Drive, Reston, VA 22091-1502 (\$8.00 members; \$10.00 nonmembers).

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Classroom Techniques, Course Content, *Demonstration Programs, Educational Improvement, *Educational Innovation, Educational Resources, High Schools, *Integrated Curriculum, Intermediate Grades, Junior High Schools, Laboratories, Middle Schools, Program Descriptions, Science Education, Teacher Developed Materials, Teaching Methods, *Technological Literacy, *Technology

Identifiers—Ann Arbor Public Schools MI, Charles County Public Schools MD, Chicago Public Schools IL, Conroe Independent School District TX, Granite School District VT, Pittsburg Unified

School District KS. *Technology Education, University School Shaker Heights OH

This volume contains 10 articles describing middle school and high school technology education programs conducted in schools throughout the United States. Program descriptions, which are written by the teachers involved in the programs, are from schools in the following areas: Ann Arbor, Michigan; Chicago, Illinois; Pittsburg, Kansas; Salt Lake City, Utah; Shaker Heights, Ohio; Bellevue, Washington; Charles County, Maryland; Greece, New York; Troy, Illinois; and Conroe, Texas. Each program described involves hands-on uses of technology and features problem solving by students. Programs also stress curriculum integration with mathematics, science, and communication areas. Photos are included with the descriptions. (KC)

ED 336 637 CE 059 132

Colelli, Leonard A.

Technology Education: A Primer.

International Technology Education Association,

Reston, VA.

Pub Date—89

Note—53p.

Available from—International Technology Education Association, 1914 Association Drive, Reston, VA 22091-1502 (\$6.00 members; \$8.00 nonmembers).

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Acoustical Environment, *Communications, Computers, *Construction (Process), Construction Materials, Expenditures, Hand Tools, Human Relations, Human Resources, Machine Tools, *Manufacturing, Marketing, Money Management, *Systems Approach, Technological Advancement, *Technological Literacy, Telecommunications, *Transportation

Identifiers—*Technology Education

Technological literacy is the primary goal of technology education. The systems approach promotes the understanding of technology education. Technology education comprises a study of four technical human-adaptive systems: communications, construction, manufacturing, and transportation. Six classes of inputs are required for technology systems: human resources, knowledge, materials, energy, fixed capital, and money. The communications system represents the ways that humans use system inputs to transfer ideas or information outputs. Visual, acoustical, telecommunication, and computer processes can be used to communicate ideas and information in this system. The construction system represents the ways that humans use system inputs to build structures on sites. Structural design and analysis, structural engineering, personnel relations, financial affairs, structural production, and marketing processes are used by humans to build structures of the system. The manufacturing system represents the ways that humans use system inputs to produce goods in a factory. Ownership and organization, research and development, industrial relations, financial affairs, production, and marketing are common process areas. The transportation system represents the ways in which humans transport people and goods from one location to another. These ways include propulsion, suspension, guidance, control, structure, and support. (33 references) (NLA)

ED 336 638 CE 059 134

Resources in Technology 7.

International Technology Education Association,

Reston, VA.

Pub Date—90

Note—68p.

Available from—International Technology Education Association, 1914 Association Drive, Reston, VA 22091-1502 (\$8.00 members; \$10.00 nonmembers).

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Building Trades, Construction (Process), Finishing, *Hazardous Materials, Industry, Manufacturing, *Production Techniques, *Robotics, *Technological Advancement, Technology, *Waste Disposal, Wastes, Waste Water, Water Pollution, *Water Resources, Water Treatment

Identifiers—Technology Education

This volume of Resources in Technology contains the following eight instructional modules: (1) "Processing Technology"; (2) "Water-A Magic Resource"; (3) "Hazardous Waste Disposal-The NIMBY (Not in My Backyard) Syndrome"; (4) "Processing Fibers and Fabrics"; (5) "Robotics-An

Emerging Technology"; (6) Machine Vision-Giving Eyes to Robots"; (7) "Crossing Over...Bridge Technology Comes of Age"; and (8) "Manufacturing Processes-New Methods for the Materials Age." Each article may contain some or all of the following: information on the social/cultural impacts of the technology, construction activities, possible student outcomes, a student quiz, acknowledgements, a glossary, and references. (NLA)

ED 336 639 CE 059 136

Maley, Donald

STS Resource Package.

International Technology Education Association,

Reston, VA.

Pub Date—89

Note—57p.

Available from—International Technology Education Association, 1914 Association Drive, Reston, VA 22091-1502 (\$15.00 members; \$20.00 nonmembers).

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Classroom Techniques, Course Content, *Educational Resources, Elementary Secondary Education, *Integrated Curriculum, *Science and Society, Science Education, Teaching Methods, *Technological Literacy, *Technology, Units of Study

Identifiers—*Technology Education

This packet contains four papers that are designed to help broaden teachers' perspectives on the range of potential content and programs for technology education, as well as science, technology, and society (STS). The material provides basic instruction and information that would be useful in conducting interdisciplinary studies involving technology education classes along with areas such as economics, social studies, history, mathematics, and science. The four papers cover the following topics: (1) technological alternatives to problems facing society; (2) technology in our community; (3) technology in our homes; and (4) the technological evolution of a city. Each booklet outlines unique features of the concept, grade level to which it is suited, goals, instructional strategies, other methodologies, student productivity, student development, interdisciplinary potential, and resources. The packet also contains four black and white posters corresponding to the concepts. (KC)

ED 336 640 CE 059 137

Johnson, Scott D. Ed. Evans, John A. Ed.

Advanced Technology and the Workforce: An

Evolving Agenda for Instructor Preparation.

Proceedings of the Annual Rupert N. Evans Symposium on Vocational Education (11th, Monticello, Illinois, May 3-4, 1990).

Illinois Univ., Urbana. Dept. of Vocational and

Technical Education.

Spons Agency—Illinois State Board of Education,

Springfield. Dept. of Adult, Vocational and Technical Education.

Pub Date—31 Jul 90

Note—111p; For a related document, see CE 059

155.

Pub Type—Reports - Descriptive (141) - Col-

lected Works - Proceedings (021)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Community Colleges, Conference

Proceedings, *Curriculum Evaluation, Educa-

tional Research, Futures (of Society), Instru-

ctional Effectiveness, Instructional Material

Evaluation, Job Skills, *Labor Force Develop-

ment, *Role of Education, Secondary Education,

Teacher Education, *Technological Advance-

ment, Two Year Colleges, Vocational Education

Identifiers—*Illinois

These proceedings contain eight presentations: "Welcome from the Dean" (P. David Pearson); "Introduction" (Scott Johnson); "The Changing Workforce" (Alan McClelland); "The Changing Workforce: Implications for Secondary School Programs" (Franz Loepp); "The Changing Workforce: Implications for Community College Programs" (Daniel Hull); "The Changing Workforce: Implications for Private Sector Programs" (Joe Hill); "Projection for the Factory of the Future" (Stephen Lu); and "Closing Comments" (Scott Johnson, Rupert Evans). Presenter biographies, the symposium agenda, and list of participants are appended. A final report describes the project that developed the symposium. It discusses symposium development and an ethnographic study of existing vocational curriculum and instruction to

determine if they lead to the development of competencies needed by workers of the future. Two project products are described: symposium proceedings and research findings that document current instructional practice in advanced technology programs in Illinois community colleges. Product abstracts are attached. (YLB)

ED 336 641 CE 059 152

Illinois Agricultural Occupations: An Occupational Employment Study of Agricultural Service Industries.

Illinois Univ., Urbana.

Spons Agency—Illinois State Board of Education,

Springfield. Dept. of Adult, Vocational and Technical Education.

Report No.—OT-10-709

Pub Date—Jun 89

Note—33p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Administrators, Agricultural Engi-

neering, *Agricultural Occupations, Agricultural

Production, Building Trades, Clerical Occupa-

tions, Crop Processing Occupations, *Employ-

ment Patterns, Farm Labor, Farm Management,

Horticulture, Landscaping, Machine Repairers,

Machine Tool Operators, Maintenance, *Occupa-

tional Surveys, Professional Occupations, Sales

Workers, Service Occupations, Soil Science,

Technical Occupations, Veterinary Medicine

Identifiers—*Illinois, Standard Industrial Classi-

fication

In response to a need for additional data on agriculturally related employment, the Illinois State Board of Education funded a research project with two objectives: to collect additional agricultural employment data and to identify employment in agriculturally related industries in Illinois under the Standard Industrial Classification system. The task force recommended using four separate questionnaires for the Agricultural Services data collection. Agricultural Services is separated into six industries: soil preparation services; crop services; veterinary services; farm labor and management services; and landscape and horticulture services. (Five figures depict results and conclusions: distribution of employment in agricultural service sectors; statewide estimated employment in agricultural services sectors; average number of employees per industry number; and employment distribution in agricultural services. The bulk of this document contains estimated occupational employment results for the occupational cluster listed on the questionnaires: managers and owners; professional and technical occupations; mechanics, construction, repairers, and machine operative occupations; production and maintenance occupations; sales and services occupations; and clerical occupations.) (NLA)

ED 336 642 CE 059 155

Sophisticated Technology, the Workforce and Vocational Education.

Illinois Univ., Urbana. Dept. of Vocational and

Technical Education.

Spons Agency—Illinois State Board of Education,

Springfield. Dept. of Adult, Vocational and Technical Education.

Pub Date—Jul 89

Note—85p; For a related document, see CE 059

137.

Pub Type—Reference Materials - Bibliographies

(131) - Information Analyses (070)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Basic Skills, *Competence, Curricu-

lums Design, Decision Making Skills, Educational

Research, Emerging Occupations, Employment

Patterns, Futures (of Society), Job Skills, *Labor

Force Development, *Relevance (Education),

*Role of Education, Secondary Education,

*Technological Advancement, Two Year Col-

leges, *Vocational Education, Work Attitudes

Identifiers—*Illinois

A report and a bibliography are provided from a project designed to provide a greater understanding of sophisticated technologies and to provide direction for vocational education curriculum revision in Illinois. The report begins with an introduction. Section 2 provides a conceptual and operational understanding of sophisticated technologies by identifying, defining, and developing a classification scheme. Section 3 considers technology as a means of restoring the United States to its former competitive status and addresses the impact of technology on the work force, both on future occupations and on skill requirements. Section 4 reviews and ana-

26 Document Resumes

lyzes recent work force competency literature and summarizes interviews conducted. Conclusions are made regarding the competencies of the work force of the future. Section 5 discusses education to prepare the future labor force, including secondary and postsecondary vocational programs, core-plus-specialty curriculum design, tech prep 2+2, and advanced technology centers. Section 6 makes recommendations for the future direction of vocational education in Illinois. Thirty-four references are appended. The Sophisticated Technology Bibliography contains 155 references related to sophisticated technologies, the future work force, and vocational education. Each entry consists of the following: author or sponsoring institution, date of publication, title, place of publication, publisher, and key words. (YLB)

ED 336 643 CE 059 158
Satellite Teleconference Final Report.

Elgin Community Coll., Ill.
 Spons Agency—Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.

Pub Date—30 Jun 89
 Note—51p.

Pub Type—Reports - Descriptive (141)
 EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Communications Satellites, Community Colleges, Disabilities, Emergency Programs, Engineering, Instructional Materials, Program Guides, Robotics, Secretaries, *Staff Development, *Teleconferencing, Two Year Colleges, Videotape Cassettes, Vocational Directors, *Vocational Education, Vocational Education Teachers

Identifiers—*Illinois

The vocational education satellite teleconference project accomplished two goals: (1) identified, acquired, copied, and distributed to the Illinois Vocational Curriculum Center 100 marketing or training videotapes for staff development and classroom use; and (2) provided from 15-25 variable time (1- to 3-hour) satellite teleconferences in four Illinois community college sites for vocational educators who are also business and industrial users. The five major components of the project were as follows: (1) "Meeting the Special Needs of the Disabled in Education and Sheltering Systems," broadcast on March 22, 1989; (2) "Robotics—Challenges in Motion Control, Planning, and Vision," broadcast on April 6, 1989; (3) "American Management Association's Second Annual Secretaries Briefing," broadcast on April 26, 1989; (4) "Concurrent Engineering of Product and Process—A New Challenge," broadcast on May 3, 1989; and (5) the publication of the Vocational Education Satellite Teleconference Guide. (Six conclusions and recommendations are included in this final report. Three appendices contain the following: (1) abstracts of the four teleconferences; (2) draft of the teleconference guide; and (3) abstracts of 53 archived videotapes, listing subject, reviewer, tape title, viewing time, source, intended level, and description.) (NLA)

ED 336 644 CE 059 159
Rich, John H.

Reference Guide for Teaching Selected Duty Areas from Business, Marketing and Management Occupations.

Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.
 Pub Date—90
 Note—629p.

Pub Type—Guides - Classroom - Teacher (052)
 EDRS Price - MF03/PC26 Plus Postage.

Descriptors—*Administrator Education, *Business Education, Clerical Occupations, *Clerical Workers, Coordination, Dictation, Editing, Filing, Grade 11, Grade 12, Health Insurance, High Schools, Information Processing, *Marketing, Medical Record Technicians, Money Management, Office Machines, Planning, Postsecondary Education, *Reference Materials, *Secretaries, Supplies, Task Analysis, Typewriting, Word Processing

Identifiers—*Illinois

This reference guide was designed to assist business, marketing, and management educators in locating textbook/instructional materials for use in teaching duty areas and task lists for grades 11-14. Duty areas and task lists are matched with selected textbook/instructional publications for the secretarial, general office clerk, and information processing curriculum clusters. Sixteen duty areas are included from these three clusters: (1) preparing client docu-

ments; (2) preparing court documents; (3) taking and transcribing dictation; (4) editing and correcting documents, records, and files; (5) coordinating and performing activities for employer; (6) filing materials manually; (7) performing financial activities; (8) inputting and storing documents and files; (9) preparing medical records and insurance forms; (10) maintaining office equipment; (11) maintaining office supplies and forms; (12) organizing and planning; (13) printing, distributing, and receiving output; (14) performing clerical activities; (15) processing mail; and (16) typewriting activities. A master list of 195 sources of data is included. A matrix of the 195 textbook/instructional materials classified by duty area is included. The bulk of this document contains selected duty areas and task lists identified with the 195 textbooks/instructional materials. Each entry includes these elements: (1) author's last name; (2) complete reference and reference number; (3) textbook/instructional materials number; and (4) duty area(s), its task name, and its page or job number in the source. (NLA)

ED 336 645 CE 059 165

Blunt, Adrian. And Others

The Contribution of Graduate Student Research Published in "The Journal of Adult Education" /Adult Education Quarterly," 1969-1988.

Pub Date—Nov 90

Note—25p.: Paper presented at the Annual Meeting of the American Association for Adult and Continuing Education (Salt Lake City, UT, October 28-November 3, 1990).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Education, *Adult Educators, Content Analysis, Doctoral Dissertations, Educational Research, *Graduate Students, Graduate Study, Higher Education, Individual Characteristics, Masters Theses, *Scholarly Journals, Student Characteristics, Student Projects, *Student Research, *Teacher Education, Writing for Publication

A study determined the extent to which graduate students have contributed to the body of adult education knowledge through published research. It described content of graduate research articles and identified graduate programs, faculty who supported its production, and levels of graduate study involved in research publication. The study also examined the characteristics of graduate student authors. The same survey questionnaire was used for two data collections in 1979 and 1989. The 1979 survey yielded 129 responses from the population of 162 who had contributed research articles to the "Journal of Adult Education" and "Adult Education Quarterly" between 1968 and 1978. The second survey received 117 responses from 144 contributors between 1979 and 1988. A content analysis was conducted of all research articles contributed by the respondents. Nine judges assigned journal article abstracts to 14 content categories. During the first 10-year period, 47.7 percent of the articles were published by student authors as compared to 52.3 percent in the second data period. A decrease in articles from males from 77 percent to 61.2 percent corresponded to an increase in articles from females from 23 percent to 38.8 percent. The content analysis indicated that almost 80 percent of articles fell into 5 of the 14 content categories. Content distribution differed significantly by author gender. The great majority of student research was undertaken to fulfill graduate program requirements and was supervised by a faculty member. (Ten references and seven data tables are appended.) (YLB)

ED 336 646 CE 059 170

Haynes, Thomas

A Journal of Pilot Site Visits and Other Professional Notes Concerning Methods, Processes, Impediments, and Facilitators to Integrate Curriculum To Improve Students' Basic Skills.

Illinois State Univ., Normal.

Spons Agency—Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.

Pub Date—Jun 90

Note—39p.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Academic Education, *Basic Skills, *Curriculum Development, *Integrated Curriculum, Job Skills, Program Development, Program Implementation, Secondary Education, Teacher Developed Materials, *Vocational Education

This journal provides an account of pilot site visits and other professional notes from July 1989 to June 1990. It begins with a description of an initial meeting to determine the author's role in the Applied Academics Project, namely that of facilitator of the integration of academic and vocational education with local teachers. Other entries record his perceptions of meetings and conversations dealing with project planning, project content, identification of vocational and academic teachers, contacts with teachers, barriers, and applied curriculum materials. Other topics covered are as follows: presentations made by the author; development of the script for the applied academics or integration video; journals kept by teachers that recorded their activities in developing integrated curriculum; drafting of the Quality Assistance Plan for a regional vocational system; and discussions of admissions standards with directors of admissions at various higher education institutions. A copy is included of a report from the Applied Academics Project Integration Synthesis Summit. This report lists barriers and incentives to integrate academics into vocational education; describes a process for use in integrating academics with vocational education to increase students' basic skills abilities; lists comments on use of this process; contains a proposed outline for a guidebook for local teachers and administrators; and comments on the guidebook. (YLB)

ED 336 647 CE 059 189

Maxson, Judith Hair, Billy

Managing Diversity: A Key to Building a Quality Work Force. Research and Development Series No. 271.

Ohio State Univ., Columbus. Center on Education and Training for Employment.

Spons Agency—National Alliance of Community and Technical Colleges, Columbus, OH.

Pub Date—90

Note—42p.

Available from—Publications, Center on Education and Training for Employment, 1900 Kenny Road, Columbus, OH 43210-1090 (order no. RD 271: \$4.75; 10 copies: \$29.95).

Pub Type—Collected Works - Proceedings (021) — Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adult Education, Basic Skills, Communication Skills, *Community Colleges, *Cultural Pluralism, Economic Climate, Education Work Relationship, Females, Immigrants, Interpersonal Competence, Job Skills, *Labor Force Development, *Literacy, Mathematics Skills, Minority Groups, Older Adults, *School Business Relationship, Teaching Methods, Technical Institutes, *Thinking Skills, Two Year Colleges

Economic changes create stress as U.S. businesses progress toward building a high quality work force for the year 2000. Skills such as critical literacy, communication, writing, math, and interpersonal competence are desired. Critical literacy involves the higher order thinking skills: the ability to analyze, evaluate, and synthesize. In addition, employees should be adaptable, trainable, and retrainable. Older people, women, handicapped persons, and minority and immigrant workers will comprise the work force. Changes will take place in both four-year colleges and technical colleges. Strategies for teaching critical literacy skills will require changes in curriculum. Teachers should be in tune with adult learners. In addition, higher education must prepare itself to serve diverse ethnic and cultural communities. Faculty need the support of the college's administration to change curriculum. Finally, community colleges must improve linkages with business and industry. Two-year colleges must make building a high quality work force part of their mission. Plans of action should be developed for those groups of people that will comprise the work force. (This document includes 29 references and 64 supplemental readings.) (NLA)

ED 336 648 CE 059 192

Sweet, Robert, Ed.

Post-Secondary Distance Education in Canada.

Policies, Practices and Priorities.

Canadian Society for Studies in Education.

Report No.—ISBN-0-919737-01-3

Pub Date—89

Note—216p.

Available from—Athabasca University, Box 10,000, Athabasca, Alberta T0G 2R0 Canada (\$15.95 Canadian).

Language—English; French

Pub Type—Collected Works - General (020) —

Multilingual/Bilingual Materials (171) — Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Access to Education, Communications, Community Colleges, Cultural Exchange, Distance Education, Educational Technology, Females, Foreign Countries, Institutional Cooperation, Open Education, Open Universities, Organizational Objectives, Postsecondary Education, Program Design, Secondary Education, Student Participation, Student Personnel Services, Teacher Education, Two Year Colleges
Identifiers—British Columbia, Canada, Ontario

Following a foreword (Ross Paul) and an introduction (Robert Sweet), three sections on insulating postsecondary distance learning systems across Canada are presented: access and student support, educational technology, and institutional response. The first section contains the following: "Women in Distance Education: Towards a Feminist Perspective" (Rebecca Coulter); "Building Bridges: Northern Native Teacher Training" (Robert Paulet); "Le Tuteur et le Support à l'Étudiant en Enseignement à Distance" (Celine Lebel, Bernard Michaud); and "Provision of Student Support Services in Distance Education: Do We Know What They Need?" (Gordon Thompson). Papers in the second section are as follows: "La Formation à Distance: Des Choix Technologiques et des Valeurs" (France Henri, Therese Lamy); "Third Generation Course Design in Distance Education" (David Kaufman); "Contradictory Directions for Distance: Cultural Miscegenation, or Cultural Symbiosis?" (Gary Boyd); "A Philosophy of Distance Education: Perceptivism" (Charles Brauner); "La Technologie Educative dans l'Enseignement à Distance, Son Role et Sa Place" (Louise Sauve et al.); and "Distance Learning using Communications Technologies in Canada" (Barbara Helm). The third section contains the following: "Diversity or Chaos in Canadian Distance Education? A View from Overseas" (Anthony Bates); "Canada's Open Universities: Issues and Perspectives" (Ross Paul); "Involvement with Distance Education: Issues for the University" (Margaret Haughey); "Distance Education and Accessibility to Canada's Community Colleges" (John Dennison); "Being Responsible to the Adult Distance Learner: A Secondary School Example" (Norman McKinnon); "Canadian Private Sector Distance Education: A Preliminary Analysis of Organizational Structure and Governance Issues" (Kenneth Slade, Robert Sweet); "Collaboration in Distance Education" (Abram Conrad, James Small); "Collaboration in Distance Education: British Columbia's Open Learning Agency" (Ian Muirhead); and "Collaboration in Distance Education: Ontario's Contact North/Contact Nord" (Terry Anderson, Connie Nelson). (NLA)

CG

ED 336 649

CG 023 622

Stiles, Deborah A. And Others

Young Adolescents Describe the Encouraging Adult Who Would Listen to Them.

Pub Date—2 May 91

Note—16p.; Poster presented at the Annual Meeting of the Midwestern Psychological Association (63rd, Chicago, IL, May 2-4, 1991).

Pub Type—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adolescents, Adults, Grade 8, Grade 9, Intergenerational Programs, Interpersonal Communication, Junior High Schools, Junior High School Students, Mentors, Peer Relationship, Significant Others

It has been suggested that adolescents in the United States do not get enough individual attention and guidance from adults. This study was conducted to investigate the relationships adolescents have with adult friends or mentors. Eighth- and ninth-grade students (N=299) completed anonymous surveys about discussing important things with other adolescents, adult relatives, or mentors. In addition, 21 mentors and 11 adolescents were interviewed. The results revealed that the majority of the students (87.3%) reported discussing important things with other adolescents; many students (67.2%) discussed important topics with adult relatives; but fewer students (31.4%) discussed important things with a teacher, coach, or neighbor. Almost all respondents reported that they could

imagine a mentor, and that person would be encouraging, goal-directed, and inspiring. Several sex differences were found, with girls being more likely than boys to discuss important things with adult relatives of the same sex, to discuss friendship with peers and adults, and to feel helped by friends, relatives, and mentors. In interviews, adolescents reported wanting an adult friend who would be easy to talk to and trustworthy. Mentors who were interviewed stressed the importance of being open and trustworthy. Their advice to other adults was to give an adolescent honest, supportive praise and help the adolescent to find his or her own solutions to problems. (NB)

ED 336 650

CG 023 623

Sitten, Robin J.

Chickering's Vectors and the Adult Child Experience.

Pub Date—Mar 91

Note—25p.; Paper presented at the Annual Meeting of the American College Personnel Association (Atlanta, GA, March 15-20, 1991).

Pub Type—Reports - General (140) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Children, College Students, Competence, Emotional Response, Family Influence, Higher Education, Interpersonal Competence, Personal Autonomy, Student Development, Student Personnel Workers
Identifiers—Chickering (Arthur W)

This document looks at the college student who is an adult child from a dysfunctional family, applying Chickering's seven vectors of college-age student development to that student's experiences at college. Each of Chickering's seven vectors (developing competence, managing emotions, developing autonomy, establishing identity, freeing interpersonal relationships, developing purpose, and developing integrity) is examined separately to illustrate how the requirements of each task contradict the natural tendencies of the adult child and the environment from which he has come. Student affairs professionals are offered guidelines to follow in helping adult child college students who have experienced dysfunctional development. Student affairs professionals are advised to: (1) set clear limits and boundaries; (2) communicate; (3) instill trust; (4) respect the adult child experience; (5) encourage involvement; (6) discourage self-abuse; and (7) know their own limits. The document concludes that, by meeting students where they are and guiding them within a safe and functional environment, student affairs professionals can show students that they trust the students to succeed and that they will not reject students if they do not succeed. (NB)

ED 336 651

CG 023 624

Suarez, Yolanda Crowe, Michael J.

Effects of Self-Efficacy on Fear Arousal and Performance.

Pub Date—26 May 91

Note—7p.; Poster presented at the Annual Convention of the Association for Behavior Analysis (14th, Atlanta, GA, May 24-28, 1991).

Pub Type—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Arousal Patterns, College Students, Fear, Higher Education, Performance Factors, Self Efficacy

Identifiers—Arachnophobia

While self-efficacy has been described as a basic mechanism underlying arousal and performance, the hypothesis that belief of higher self-efficacy should produce lower anticipatory arousal and distress has not been proven. This study assessed perceived self-efficacy, self-report measures of fear and arousal, performance across sex, and a behavioral approach test (BAT). Undergraduates (N=51) reporting a high fear of spiders participated in the study in which 40 students used the active behavioral approach test, physically approaching the stationary fear stimulus and 11 used the passive behavioral approach test, remaining stationary but controlling the motorized approach of the fear stimulus. The results revealed that self-efficacy was a better predictor for approach behavior in the passive BAT than in the active BAT. There was a higher proportion of cowards (low self-efficacy and did not touch), phonies (high self-efficacy but did not touch), and courageous (low self-efficacy but touch) for the active BAT and more competent (high self-efficacy and touch) for the passive BAT. Females were more often cowards, phonies, or courageous while males were more often competent.

Except for Touch and the self-report Fear Thermometer, significant correlations were found among the remaining dependent variables. Females reported higher fear and higher avoidance than males, while males had higher self-efficacy for the feared stimulus. (NB)

ED 336 652

CG 023 625

Bernstein, Bianca L. And Others

Explaining Depression among Clinically Depressed and Nondiagnosed Hispanic Women.

Pub Date—Aug 91

Note—26p.; Paper presented at the Annual Convention of the American Psychological Association (99th, San Francisco, CA, August 16-20, 1991).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Acculturation, Clinical Diagnosis, Depression (Psychology), Females, Mexican Americans, Sex Role

Variables such as low socioeconomic level, educational level, marital status, employment status, sex role orientation, and level of acculturation have been cited as contributing to depression among Hispanic women. While most of these conclusions have been based on between-group comparisons against Anglo women, this study was conducted to examine within-group differences on depression, while controlling for ethnicity and gender. Relationship status, acculturation, domestic or work orientation, and degree of traditionally/nontraditionally with regard to sex-role orientation of women were explored in relationship to depressive symptomatology in two groups of Mexican American women: a clinically diagnosed depressed group (N=23) and a nondiagnosed group (N=46). Subjects completed either English or Spanish versions of the Center for Epidemiologic Studies Depression Scale, the Attitudes toward Women Scale, the Acculturation Rating Scale for Mexican-Americans, and a demographic questionnaire. The combined variables of degree of sex-role orientation, relationship status, and domestic/career orientation accounted for 33% of the variance in depressive symptomatology for the total sample. For the nondiagnosed group, attitudes toward women explained most of the variance while none of the variance was significantly explained for the depressed group. The results suggest that degree of sex role orientation may account for depressive symptomatology in Hispanic women not diagnosed for depression, but is insufficient in explaining depressive symptomatology in clinically depressed Hispanic women. (NB)

ED 336 653

CG 023 626

Dunseath, Jennifer L. And Others

The Job Stress-Social Support Buffering Hypothesis: Employees' Gender, Education, and Collar Color.

Pub Date—May 91

Note—39p.; Paper presented at the Annual Meeting of the Midwestern Psychological Association (63rd, Chicago, IL, May 2-4, 1991).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Achievement, Blue Collar Occupations, Employee Attitudes, Employees, Employment Level, Job Satisfaction, Life Satisfaction, Role Conflict, Sex Differences, Social Support Groups, Stress Variables, White Collar Occupations, Work Environment

Occupational stress is specific to the workplace and tends to be a global term used to describe stressors, the occupational conditions that cause difficulties for an individual, and strains, the conditions resulting from experiencing work stressors. While the effects of occupational stress on employees are well documented, this study further examined occupational stress with an emphasis on the possibility that social support from persons at work and/or at home may have a moderating effect on an employee's experience of stress. Subjects were employees of a medium-sized municipality in central Michigan. Subjects (N=181, out of a sample of 468) completed mailed questionnaires examining, among other things, life changes, job satisfaction, social support received, job stressors, depression, life satisfaction, and somatic complaints. Stressors examined (life stress, role conflict, role ambiguity, quantitative workload, skill utilization, work variability, and responsibility) explained 34% of the variance in outcome variables of job satisfaction, life satisfaction, somatic complaints, and depression.

Twenty-four percent of the variance in outcome measures was explained by social support received from supervisors, coworkers and friends/family. Overall, it appeared that when role conflict was high, coworker support was important in employees' perceptions of job satisfaction and depression. Additional findings suggest that there might be reverse buffering among blue collar workers and "normal" buffering among white collar workers. (NB)

ED 336 654 CG 023 627

Points of View, A Perspective on Student Affairs, 1987. The Student Personnel Point of View, 1949. The Student Personnel Point of View, 1937.

National Association of Student Personnel Administrators, Inc.

Pub Date—89

Note—69p; Permission to publish the 1949 and 1937 statements was provided by the American Council on Education.

Available from—National Association of Student Personnel Administrators, Inc., 1700 18th Street, NW, Suite 301, Washington, DC 20009-2508. Pub Type—Opinion Papers (120)—Historical Materials (060)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—College Students, *Higher Education, *Student Personnel Services, *Student Personnel Workers

This document contains the National Association of Student Personnel Administrators (NASPA) statement, A Perspective on Student Affairs, issued in 1987 on the 50th anniversary of The Student Personnel Point of View. The document also provides the Student Personnel Point of View statements from 1949 and from 1937. The 1987 publication provides a review of the development of student affairs as an integral part of American higher education, presenting a perspective on higher education which emphasizes the changes in students and institutions. A historical overview is provided, as well as a description of the current context of higher education, a list of 12 assumptions and beliefs, a discussion of the role of student affairs, and a conclusion. The 1949 publication asserts that the central purpose of higher education is the preservation, transmittal, and enrichment of culture by means of instruction, scholarly work, and scientific research. Following a brief overview of student affairs work, it presents present-day objectives for 1949 and outlines the essential parts of a plan and program to help colleges assist students to achieve optimum development of powers and usefulness. The elements of a student personnel program are described, the administration of student personnel work is considered, and the importance of the research emphasis is discussed. The 1937 publication presents the philosophy of higher education and the role of student personnel services. The issues of coordination and future development are addressed. (NB)

ED 336 655 CG 023 629

Coleman, David D. Ed. And Others

The New Professional: A Resource Guide for New Student Affairs Professionals and Their Supervisors. Monograph Series Volume 10.

National Association of Student Personnel Administrators, Inc.

Report No.—ISBN-0-931654-12-2

Pub Date—90

Note—101p.

Available from—National Association of Student Personnel Administrators, Inc., 1700 18th Street, NW, Suite 301, Washington, DC 20009-2508.

Pub Type—Reports - General (140)—Collected Works - General (020)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Career Change, *Career Choice, Career Ladders, Competence, Higher Education, Job Satisfaction, *Professional Development, Research and Development, Staff Orientation, Stress Management, Student Personnel Services, *Student Personnel Workers, Theory Practice Relationship

This resource guide for new student affairs professionals reflects on the socialization process experienced by new staff members and offers senior student affairs staff members and graduate preparation program faculty insights to assist them in designing programs for preservice students and new full-time staff appointees. "The New Professional" (David D. Coleman and John E. Johnson) describes characteristics about new professionals and discusses collaboration between supervisors and new

professionals. "Making the Transition to a Professional Role" (Margaret J. Barr) discusses questions typical of a person appointed to a first professional student affairs position and addresses common concerns in a transition to a new professional role. "Using Theory and Performing Research in Everyday Practice" (Roger B. Winston, Jr.) encourages applying theories as the basis for practice. "Developmental Concerns in Moving toward Personal and Professional Competence" (D. Stanley Carpenter) describes the path toward personal excellence and professionalism while warning that each person must make choices based on his/her level of competence. "A Lifestyle Approach to Stress Management" (Frances T. O'Brien and Steven K. Erwin) outlines sources of stress and cites coping strategies to show young professionals how to make choices that can increase job satisfaction and improve personal health and effectiveness. A list of professional associations and journals is appended. (NB)

ED 336 656 CG 023 630

Mid-Career Counseling—A Model Framework.

College Placement Council, Bethlehem, Pa.

Pub Date—87

Note—55p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Adults, *Career Change, *Career Counseling, Higher Education, Job Search Methods, *Midlife Transitions, *Nondirective Counseling, Student Personnel Workers

This model framework consists of client-centered strategies that can help the mid-career changer explore options. The framework presented in this document integrates theoretical and practical applications and can be adapted for use by a variety of campuses to meet the needs of the campus' adult population through individual or group counseling. Separate sections of the document provide instruction and exercises devoted to each of the four basic elements of the model: (1) an exploration of personal characteristics affecting mid-career changes; (2) a self-assessment to determine personal strengths and weaknesses which impact career decisions and follow-through activities; (3) an understanding of the workplace; and (4) the development of job search skills needed by the mid-career changer. The section on exploration of personal characteristics looks at personal management skills, role identity and locus of control, self-confidence and age bias, and stress management. The section on self-assessment examines coping skills, significant life experiences, past and present lifestyles, and decision-making skills. The section on understanding the workplace discusses attitudes toward hiring a mature adult and attitudes toward supervisors and peers. The final section on job search provides exercises on writing letter of inquiry and resumes, identifying employers, handling a job interview, and organizing the job search. (78 references) (NB)

ED 336 657 CG 023 631

Nagle, Rhea A. Rehrig, Norita H.

Career Planning & Placement Survey: An Operational Profile, 1987.

College Placement Council, Bethlehem, Pa.

Report No.—ISBN-0-913936-20-0

Pub Date—88

Note—33p.

Pub Type—Reports - Research (143)—Numerical/Quantitative Data (110)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Career Choice, Career Development, College Graduates, College Programs, College Students, Higher Education, *Job Placement, Placement, Student Personnel Services, Trend Analysis

A survey of college and university career planning and placement directors was conducted in 1987 with a response rate of 67% (N=880). Findings were compared to data from earlier surveys conducted in 1981 and in 1975. Eighty-five percent of the offices responding indicated that they had a centralized structure; 58.1% had the word "career" in their office title. Turning to facilities, 50.2% of the respondents reported that their office was very accessible in relation to student traffic; 42.6% rated it accessible. Many had experienced gains in the space their offices were assigned. Compared to 1981, approximately 39% of respondents reported adding to their staffs, while approximately 10% reported cutbacks. Of the career planning and placement directors, almost 86% indicated at least a master's degree and 15% had a doctorate. Most respondents (59.4%) indicated a budget increase since the 1981 survey,

28.8% reported their budgets remained the same, and 11.8% indicated a decrease. Looking at services provided by the centers, the greatest increase between 1981 and 1987 was in offering resume referral and the greatest decrease was in dropout prevention and counseling. Ninety percent of the respondents used computer technology in their career planning and placement operations, and slightly more than 80% had personal computers in their offices. (Trends from 1975, 1981, and 1987 data are noted throughout the document in the text and in 30 tables.) (NB)

ED 336 658 CG 023 632

Sinnott, Patricia A.

Changing Career Values: Professional Employees in the 1980s. An Executive Summary Adapted from Research by Dr. David M. Hopkins.

College Placement Council, Bethlehem, Pa.

Report No.—ISBN-0-914885-11-1

Pub Date—88

Note—18p; For the document on which this summary is based, see ED 271 694.

Pub Type—Reports - General (140)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Attitude Change, *College Graduates, College Seniors, Expectation, Higher Education, *Values, *Work Attitudes

The assessment of younger workers as loyal only to themselves has been made largely on social observations. A study conducted in 1982 to examine the career values of new college graduates surveyed 1,991 seniors from 50 colleges and universities nationwide. A follow-up survey was completed by 913 of the original respondents 18 months after graduation. Both surveys explored career values in eight areas: career planning and the job search, perceived determinants of career success, preferred job attributes, work ethics attitudes, performance appraisal and compensation, tradeoffs, organizational practices, and organizational loyalty. The follow-up survey also collected information on the graduates' job characteristics. The findings suggest that new professionals are willing to work hard, but they expect that hard work to pay off. They appeared confident of their individual abilities and believed that their rewards should be based on performance. New professionals seemed to have a clear idea of what they wanted from their jobs, desiring opportunities to develop and meet their potential, be creative, and increase control over their work lives. While they appeared to view the demands of their jobs as important, they were unwilling to elevate them above other demands (family, health, ethical standards, personal happiness). The high turnover among the respondents early in their careers suggests a willingness to move if things are not right. (NB)

ED 336 659 CG 023 633

Principles for Professional Conduct for Career Services & Employment Professionals.

College Placement Council, Bethlehem, Pa.

Pub Date—Oct 90

Note—12p; For an earlier version, see ED 271 691.

Pub Type—Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Career Choice, Career Counseling, *Career Development, College Students, Higher Education, *Job Placement, *Standards, *Student Personnel Services

Identifiers—*College Placement Council

This booklet presents the principles for professional conduct developed by the College Placement Council, Inc., the national professional association for career planning, placement, and recruitment. It is noted that the principles are designed to provide practitioners with three basic precepts for career planning, placement, and recruitment: (1) maintain an open and free selection of employment opportunities in an atmosphere conducive to objective thought, where job candidates can choose optimum long-term uses of their talents that are consistent with personal objectives and all relevant facts; (2) maintain a recruitment process which is fair and equitable to candidates and employing organizations; and (3) support informed and responsible decision making by candidates. The principles are intended to serve as a framework within which the career planning, placement, and recruitment processes should function, and as a foundation upon which professionalism can be promoted. The document provides a list of 12 principles for career services professionals and a list of 13 principles for employment professionals. Recommendations are given for problem-solving procedures and for ob-

taining an advisory opinion regarding an interpretation of the principles. (NB)

ED 336 660 CG 023 634
Career Planning & Placement Survey, 1991.
 College Placement Council, Bethlehem, Pa.
 Report No.—ISBN-0-913936-29-4
 Pub Date—91

Note—45p; For related documents, see CG 023 635-638.

Available from—College Placement Council, Inc., 62 Highland Ave., Bethlehem, PA 18017 (\$30.00 members, \$50.00 nonmembers).

Pub Type—Reports - Research (143) - Numerical/Quantitative Data (110)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Career Choice, *Career Development, *College Graduates, College Students, Higher Education, *Job Placement, Student Personnel Services

In 1991, survey questionnaires were completed by 823 out of 1,518 College Placement Council college members in a study assessing the status of career planning and placement activities. The results revealed that 87% of the responding offices were centralized. The 1991 survey results showed a continuation of the decline in the use of "placement" alone in the office titles, with the largest gain being in the use of the term "career services." Most respondents reported their offices being very accessible (49.7%) or accessible (42.5%) to students. There has been a decline since 1975 in the percentage of offices with less than 1,000 square feet of space. One-fourth of the respondents reported adding to their professional staffs since 1987, while 8% reported cutbacks. Over 84% of directors had at least a master's degree, and 12.3% had a doctorate. More than one-half of the respondents reported no significant budgetary changes since 1987, 36.5% reported an increase, and 12.3% reported a decrease. Results from 1991 showed a decrease since 1987 in the percentage of offices offering placement of graduates into full-time employment, placement of students into summer and part-time employment, placement of alumni, campus interviewing, credential service, and resume referral. More than one-half of respondents cited the proliferation of technology as the greatest change in the career planning and placement field over the past 5 years. (NB)

ED 336 661 CG 023 635
Career Planning & Placement Survey, 1991. Liberal Arts Schools.
 College Placement Council, Bethlehem, Pa.
 Pub Date—91

Note—25p; For related documents, see CG 023 634-638.

Available from—College Placement Council, Inc., 62 Highland Ave., Bethlehem, PA 18017 (\$15.00 members, \$25.00 nonmembers).

Pub Type—Reports - Research (143) - Numerical/Quantitative Data (110)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Career Choice, *Career Development, *College Graduates, College Students, Higher Education, *Job Placement, *Liberal Arts, Student Personnel Services

In 1991, survey questionnaires were completed by College Placement Council college members in a study assessing the status of career planning and placement activities. This document contains tables and open-ended responses to selected questions given by a representative sample of liberal arts schools (N=94). Seventeen data tables provide information from all respondents and from liberal arts school respondents to questions on office structure, facilities, staff, finances, and services. A section on trends in career planning and placement lists responses of liberal arts school respondents to these questions examining the respondents' perceptions of: (1) the greatest changes in career planning/placement over the past 5 years; (2) the greatest changes in college students over the past 5 years; (3) the greatest change that career planning/placement will have to make over the next several years; (4) the single most important thing their office does or should do to assist college students in making the transition to the world of work; and (5) the single greatest problem facing career planning/placement over the next several years. (NB)

ED 336 662 CG 023 636
Career Planning & Placement Survey, 1991. Business Schools.
 College Placement Council, Bethlehem, Pa.
 Pub Date—91

RIE FEB 1992

Note—18p; For related documents, see CG 023 634-638.

Available from—College Placement Council, Inc., 62 Highland Ave., Bethlehem, PA 18017 (\$15.00 members, \$25.00 nonmembers).

Pub Type—Reports - Research (143) - Numerical/Quantitative Data (110)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Business Administration Education, *Career Choice, *Career Development, *College Graduates, College Students, Higher Education, *Job Placement, Student Personnel Services

In 1991, survey questionnaires were completed by College Placement Council college members in a study assessing the status of career planning and placement activities. This document contains tables and open-ended responses to selected questions given by a representative sample of schools of business (N=26). Seventeen data tables provide information from all respondents and from business school respondents to questions on office structure, facilities, staff, finances, and services. A section on trends in career planning and placement lists responses of business school respondents to these questions examining the respondents' perceptions of: (1) the greatest changes in career planning/placement over the past 5 years; (2) the greatest changes in college students over the past 5 years; (3) the greatest change that career planning/placement will have to make over the next several years; (4) the single most important thing their office does or should do to assist college students in making the transition to the world of work; and (5) the single greatest problem facing career planning/placement over the next several years. (NB)

ED 336 663 CG 023 637
Career Planning & Placement Survey, 1991. Engineering/Technical Schools.
 College Placement Council, Bethlehem, Pa.
 Pub Date—91

Note—22p; For related documents, see CG 023 634-638.

Available from—College Placement Council, Inc., 62 Highland Ave., Bethlehem, PA 18017 (\$15.00 members, \$25.00 nonmembers).

Pub Type—Reports - Research (143) - Numerical/Quantitative Data (110)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Career Choice, *Career Development, *College Graduates, College Students, *Engineering Education, Higher Education, *Job Placement, Student Personnel Services

In 1991, survey questionnaires were completed by College Placement Council college members in a study assessing the status of career planning and placement activities. This document contains tables and open-ended responses to selected questions given by a representative sample of schools of engineering or schools with primarily technical curricula (N=36). Seventeen data tables provide information from all respondents and from engineering/technical school respondents to questions on office structure, facilities, staff, finances, and services. A section on trends in career planning and placement lists responses of engineering/technical school respondents to these questions examining the respondents' perceptions of: (1) the greatest changes in career planning/placement over the past 5 years; (2) the greatest changes in college students over the past 5 years; (3) the greatest change that career planning/placement will have to make over the next several years; (4) the single most important thing their office does or should do to assist college students in making the transition to the world of work; and (5) the single greatest problem facing career planning/placement over the next several years. (NB)

ED 336 664 CG 023 638
Career Planning & Placement Survey, 1991. Two-Year Schools.
 College Placement Council, Bethlehem, Pa.
 Pub Date—91

Note—28p; For related documents, see CG 023 634-637.

Available from—College Placement Council, Inc., 62 Highland Ave., Bethlehem, PA 18017 (\$15.00 members, \$25.00 nonmembers).

Pub Type—Reports - Research (143) - Numerical/Quantitative Data (110)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Career Choice, *Career Development, *College Graduates, College Students, Higher Education, *Job Placement, Student Personnel Services, *Two Year Colleges

In 1991, survey questionnaires were completed by College Placement Council college members in a study assessing the status of career planning and placement activities. This document contains tables and open-ended responses to selected questions given by a representative sample of two-year schools (N=114). Seventeen data tables provide information from all respondents and from two-year school respondents to questions on office structure, facilities, staff, finances, and services. A section on trends in career planning and placement lists responses of two-year school respondents to these questions examining the respondents' perceptions of: (1) the greatest changes in career planning/placement over the past 5 years; (2) the greatest changes in college students over the past 5 years; (3) the greatest change that career planning/placement will have to make over the next several years; (4) the single most important thing their office does or should do to assist college students in making the transition to the world of work; and (5) the single greatest problem facing career planning/placement over the next several years. (NB)

ED 336 665 CG 023 639
Behr, Terry A. And Others
Occupational Stress: Coping of Police and Their Spouses.

Spons Agency—National Inst. of Mental Health (DHHS), Bethesda, Md.

Pub Date—May 91

Contract—2-R01-MH43082-02

Note—45p; Paper presented at the Annual Meeting of the Midwestern Psychological Association (63rd, Chicago, IL, May 2-4, 1991).

Pub Type—Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Coping, *Police, Problem Solving, Religion, Self Evaluation (Individuals), *Spouses, Stress Management, *Stress Variables, Well Being

Identifiers—*Avoidance Behavior
 Occupational stress situations are those in which characteristics of, or events related to, the workplace lead to individuals' ill health or welfare. One of the basic issues in the occupational stress domain concerns coping, or ways in which the individual can attempt to deal with the job stressors to ward off the aversive strains. As a part of a larger study on occupational stress, this study examined coping in 177 police officers and their spouses. Measures of coping and outcomes of strain were administered. The results indicated that there appeared to be five coping activities in which police and their spouses engage when they experience stress: problem-focused coping, rugged individualism, avoidance, religion, and self-blame. While the first one appeared to be obviously problem-focused, in the terms of the problem-focused and emotion-focused dichotomy, the others seemed more likely to be emotion-focused. There was a negative relationship between avoidance and strains among the police officers. Spouses tended to use the same coping activities for three of the five coping strategies: problem-focused, avoidance, and religion. The divorce potential reported by the officers and by the spouses were strongly correlated, lending confidence in the validity of the data. (AB1)

ED 336 666 CG 023 640
Grazman, Harriet B.

An Open Letter to School Administrators and Mental Health Professionals about School-Based Suicide Prevention Programs.

Pub Date—Mar 91

Note—6p; Paper presented at the Annual Meeting of the American Orthopsychiatric Association (68th, Toronto, Ontario, Canada, March 23-26, 1991).

Pub Type—Opinion Papers (120) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Adolescents, *Counseling Techniques, *Counseling Theories, *Prevention, *School Activities, School Counseling, School Counselors, School Psychologists, Secondary Education, *Suicide

In response to the increasing rate of adolescent suicide, many school and mental health professionals have implemented school-based suicide prevention programs to address the issue of adolescent suicide. Most suicide prevention programs cover similar topics. However, the perspectives from which they approach suicide may vary. The majority of programs used in schools today present suicide from the stress perspective, as an option that

could be considered by almost anyone experiencing extreme stress. These programs do not strongly correlate suicide with mental illness. Professionals using the stress model choose it because they believe it provides a non-threatening intervention to a very threatening problem and more adolescents will disclose their suicidal thoughts if they are not linked to labels of mental illness. The suicide prevention programs presented from a mental illness perspective, used less frequently in schools, emphasize the link between adolescent suicide and such mental illnesses as depression, antisocial behavior, and substance abuse. Proponents of this model argue that this perspective is substantiated in empirical studies, and that failing to emphasize the correlates between suicide and mental illness misinforms adolescents about the causes of suicide. Before presenting suicide programs, professionals must become well informed about adolescent suicide and available materials, develop a level of comfort within themselves in dealing with the topic of suicide, and provide the appropriate support for those adolescents who may require further help in processing the information. (ABL)

ED 336 667 CG 023 641

Monroe, Catherine S. Newlon, Betty J.
The Tilted Family: Its Effects on Mothers.

Pub Date—[87]

Note—33p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Daughters, *Family Structure, *Mothers, *Parent Child Relationship, *Parent Role, *Satisfaction

Identifiers—Geometric Family, *Tilted Family

Family constellation theory focuses on the idea that the composition of a family determines to a certain degree the behavior of the individual members. An important missing piece in family constellation theory, however, is the possible impact children have on their parents. With smaller families the current trend, there is a greater likelihood of being in a family with same-sex children. Using family constellation theory as background, this study explored the hypothesis that there are effects on a mother who has no daughter (tilted) that are different from a mother who has both a son and a daughter (geometric). Mothers (N=36), including 16 tilted and 20 geometric mothers, were surveyed using the Mother's Questionnaire to discover potential differences in four areas of family functioning: feelings of loss; socialization; mother's isolation; and uniqueness of family structure. The findings indicated that tilted mothers experienced a feeling of loss for not having children of both genders, experienced some isolation from being the only female, and described the advantages of their families differently from the geometric mothers. The more persons in families are valued for their uniqueness and individuality with decreased emphasis on gender expectations, the less isolated particular members will be, and the less likelihood of any tilting effects will there be. (ABL)

ED 336 668 CG 023 642

Jones, Russell W. Hattie, John A.
Academic Stress amongst Adolescents: An Examination by Ethnicity, Grade, and Sex.

Pub Date—91

Note—30p.; Paper presented at the Annual Conference of the New England Educational Research Organization (Portsmouth, NH, April 24-26, 1991).

Pub Type—Reports - Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Academic Achievement, Adolescents, Age Differences, Differences, Ethnic Groups, High Schools, *High School Students, *School Counseling, *School Guidance, Sex Differences, *Stress Variables

A great deal of the literature and research dealing with life-events and stress during adolescence has cited school as a major contributor to student stress. As a considerable proportion of a teenager's life is spent at school in the pursuit of academic endeavors, it is reasonable to assume that a substantial proportion of stressors affecting adolescents may originate in the academic area. This study sought to investigate the factors contributing to academic stress within an adolescent student population, and whether these factors vary across ethnicity, sex, and grade. The Academic Pressure Scale for Adolescents was administered to 550 high school students. Four significant factors were found to contribute to

academic stress: peer pressure; parental pressure; importance of school; and fear of failure. Peer pressure was found to vary across all variables. Importance of school and fear of failure were found to vary across ethnicity, sex, and grade. If the aim of many guidance and counseling programs is to reduce academic stress, then different goals are suggested reflecting appropriate levels of ethnicity, sex, and grade. Consideration must also be given to the predominance of academic stressors emanating from non-school sources, such as the family, parents, and peers, rather than school factors such as teachers. (ABL)

ED 336 669 CG 023 643

Brigman, S. Leellen Austin, Donna G.
Party Education 101: A Multi-Level Early Drug Intervention Program.

Pub Date—31 Mar 89

Note—18p.; Paper presented at the Annual Meeting of the American College Personnel Association (Washington, DC, March 29-April 1, 1989).

Pub Type—Reports - Descriptive (141)—Reports - Evaluative (142)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Assertiveness, *College Students, *Decision Making, *Drug Abuse, Higher Education, On Campus Students, *Peer Counseling, *Prevention, School Counseling

During the fall of 1987 Arizona State University received a grant to demonstrate the feasibility and effectiveness of using student professionals to teach assertive and decision making skills to their peers. These skills were taught as an early intervention strategy to address the dynamics of peer pressure in drug use among high risk college age youth. The target population were residence hall students who were involved with "gateway drugs" of alcohol, tobacco, and marijuana. During the spring of 1988 student paraprofessionals were trained to provide an early intervention program focusing on assertive skills to help students "say no to drugs" in general and specifically to cocaine. The student paraprofessionals named their 90-minute early intervention program "Party Education 101" to encourage participation. Nineteen of these programs were delivered during the fall of 1988 to 231 residence hall students. Each of the programs covered the topics of assertiveness training and decision making and presented a video which modeled assertive behaviors. Following each program participants evaluated the program; evaluations indicated the program was well received. Project evaluation is pending. (ABL)

ED 336 670 CG 023 644

Fennell, Reginald Kerr, Dianne L.
Teaching Collegiate AIDS Prevention Programs: A State-wide Training Workshop.

Pub Date—Mar 91

Note—7p.; Paper presented at the Annual Meeting of the American College Personnel Association (Atlanta, GA, March 15-20, 1991).

Pub Type—Reports - Descriptive (141)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Acquired Immune Deficiency Syndrome, *College Faculty, College Students, Higher Education, *Prevention, *Professional Development, *Sexuality, *Student Personnel Services

Teaching Collegiate AIDS (Acquired Immune Deficiency Syndrome) Prevention Programs (TCAPP) is a 3-day education workshop which educates and trains student development professionals, college faculty, other university personnel, and students on how to provide HIV (Human Immunodeficiency Virus)/AIDS education. The workshop, held annually since 1988, is funded through a grant from the Ohio Department of Health and through participant registration fees. A workshop such as TCAPP is important because student development professionals and other educators need to be able to provide nonjudgmental care and services to students with HIV disease. The goals and objectives of the workshop are to: (1) prepare college faculty/staff and students to teach about HIV/AIDS; (2) develop a level of comfort with the topic of human sexuality so that the participants could be more effective in discussing and teaching sexually explicit information; (3) present options for teaching safer sex; (4) present methods to address sexual abstinence; (5) present content material for an HIV/AIDS course or program; (6) distribute current HIV/AIDS education resources; and (7) distribute a workshop participant directory to promote networking.

Workshop participants (N=88) for the last 2 years completed a knowledge and attitude test about HIV/AIDS. The survey results indicated knowledge level was high and attitudes were positive. (ABL)

ED 336 671 CG 023 645

Zimmerman, Larry J. And Others
Developing Leadership Skills: A Program Model and Its Impact.

Pub Date—18 Mar 91

Note—8p.; Paper presented at the Annual Meeting of the American College Personnel Association (Atlanta, GA, March 15-20, 1991).

Pub Type—Reports - Descriptive (141)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Higher Education, *Leadership Training, *Professional Development, *Student Personnel Services, *Student Personnel Workers

Leadership development is essential to the future of the student services profession and to student services. Opportunities for professional development can be a key factor in enhanced leadership, creativity, and growth. The lack of funding and administrative support for professional development is a major concern to the community of student personnel professionals. At Wayne State University steps have been taken to fund participation in professional activities off campus and to provide learning opportunities for professional development on campus. Wayne State University has aggressively encouraged its professional staff to improve their leadership skills and to participate in professional associations, workshops, and conferences, and to develop a stronger peer support system on campus. An evaluative survey was administered to all individuals eligible to participate in this universitywide program. Preliminary analysis indicated greater job satisfaction, expanded leadership roles, increased productivity, and an enhanced sense of professional identity. As an indirect result, services to students have been expanded and modified during the course of the program. The university and the students it serves can only benefit by promoting, supporting, and, in fact, requiring professional development among student development professionals. It is time that professional development becomes an integral part of the workings of the university's student personnel community. (ABL)

ED 336 672 CG 023 646

Atkin, Lucille C. Alatorre-Rico, Javier
The Psychosocial Meaning of Pregnancy among Adolescents in Mexico City.

Pub Date—Apr 91

Note—29p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Seattle, WA, April 18-20, 1991).

Pub Type—Reports - Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Adolescents, *Early Parenthood, *Family Relationship, Foreign Countries, Predictor Variables, *Pregnancy, *Psychological Patterns

Identifiers—*Mexico (Mexico City)

Adolescent childbearing has historically been a relatively frequent phenomenon in Mexico and has only recently begun to decline. This study was designed to identify to what extent urban Mexican adolescents, who became pregnant out-of-wedlock and who carried their pregnancy to term, received social support during pregnancy and their emotional response to pregnancy. Data were taken from a longitudinal study of primiparous adolescents (N=172) who gave birth at a public maternity hospital which serves low and lower-middle income women in Mexico City. Assertiveness; depression; quality of emotional support from the adolescent's family of origin, partner's family, and partner; adolescent's emotional reaction to pregnancy; quality of pre-pregnancy intrafamilial relations; family instability and background variables were assessed. The results indicated: (1) adolescents perceived their families to be quite supportive by the third trimester of pregnancy; (2) adolescent's father's occupation, partner's relationship with family of origin, and quality of couple relationship were significant in regard to emotional support from the partner; (3) only a fifth of the adolescents admitted to feeling badly and were moderately depressed about their situation; and (4) quality of previous intrafamilial relations was the most important factor in adolescent's emotional response. Taken as a whole the results reaffirm the importance of the sociocultural context

for understanding the psychosocial meaning of adolescent pregnancy. (ABL)

ED 336 673 CG 023 647

Buchanan, Christy Maccoby, Eleanor

Variation in Adjustment to Divorce: The Feeling of Being Caught between Parents.

Pub Date—Apr 91

Note—22p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Seattle, WA, April 18-20, 1991).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Adjustment (to Environment), *Adolescents, *Divorce, *Family Relationship, Parent Child Relationship

The variability of children's adjustment to parental conflict and divorce has been well-documented. The family systems literature stresses the importance of a strong parental subsystem that stands apart from the child. This subsystem is clearly at risk in situations of divorce. The study described in this paper examined children's feelings of being caught between two parents during divorce. Data for this study were taken from the Stanford Child Custody Study conducted from 1984-1988 in which 1,600 parents from over 1,100 families were interviewed. Adolescents (N=522), taken from families who participated in the parent study, were interviewed 4.5 years after their parents' separation. The results indicated that: (1) the older the adolescent the more likely he or she was to feel caught; (2) girls were more likely to feel caught than were boys; (3) the higher the parental discord or hostility the more likely adolescents were to feel caught; (4) effects of parents' coparenting style were intensified for adolescents in the dual-residence group; (5) feeling caught was related to higher levels of depression/anxiety and higher levels of deviance; and (6) the higher the level of parental discord the more likely adolescents were to feel caught between parents and the more adolescents felt caught the more depressed they were. The discussion is supplemented by 11 slides. (ABL)

ED 336 674 CG 023 648

Lightfoot, Cynthia

Adolescent Adventures and Peer Group Cultures.

Pub Date—Apr 91

Note—15p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Seattle, WA, April 18-20, 1991).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Adolescents, *Group Behavior, *Group Dynamics, Group Unity, *Peer Relationship

Identifiers—*Risk Taking Behavior

Individuals organize their behaviors in light of the social groups of which they consider themselves a part. Risks shared between individuals take on symbolic significance and become cultural meanings for those involved. In other words, risks provide content for creating shared knowledge significant for group relations. This study examined the question of whether differences in peer culture would map onto differences in reported risks. Subjects (N=41) were 16- to 18-year-olds who were interviewed about their reflections about risks taken by themselves, their friends, and hypothetical story characters. To identify specific affiliative patterns within the sample, subjects were asked to provide a list of close friends with whom they were likely to do risky and adventurous things. These responses provided the raw material for determining boundaries between groups, and were quantified with a package of social clustering and ordination techniques. Five separate groups were identified. Two groups were highly cohesive, with one in being contact with a larger community of teenagers and the other not. On one of the cohesive groups several members nominated individuals outside their group as partners in risk. In the other cohesive group no outside group members were nominated. The relatedness of peer group structure and the structure of reported risks has implications for the maintenance and transformation of peer group culture. (ABL)

ED 336 675 CG 023 649

Jaurigue, Rebecca

I Feel Like an Armadillo: A Look at College Seniors and Recent Graduates Using Erik Erikson's Model of "Identity Versus Role-Diffusion."

Pub Date—91

RIE FEB 1992

Note—19p.

Pub Type—Information Analyses (070) — Reports - General (140) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College Graduates, College Seniors, Higher Education, *Individual Development, Trend Analysis, *Young Adults

Identifiers—*Identity Formation

Developmental psychologist Erik Erikson observed that achieving a sense of self, an identity, was the important psychosocial task facing adolescents. The conflict lies in discovering and defining that identity despite parental and societal demands, changing values and opportunities, the influence of friends, and lovers, education, and finances. Although Erickson deemed "identity versus role-diffusion" to be the last stage of adolescence, this paper argues that achieving identity is a process that actually continues through early adulthood. The extended phase is seen especially in college seniors and graduates who have spent at least 4 years in a university, a place which one professor has likened to Disneyland, describing it as "an environment for pleasure through learning and knowledge." It has been found that among final year students, the prospect of going out into the world and getting a "real job" causes mixed emotions. Accounting for this are internal factors, such as a lack of commitment about plans or values, and external factors, such as a bleak job market and parental pressures to earn an independent living. Media attention has heightened regarding the development of young adults, with the likely purpose of defining them as constituents and consumers. Family therapists and career counselors can tell seniors and graduates to deal with reality, allow for change, and do something. If this generation views family life and free time as of equal importance with career demands, then a resolution of the "identity crisis" may move young adults on to Erikson's next stage of psychosocial development of "intimacy versus isolation." (Quotations from newspapers, magazines, books, and individual young adults are included.) (ABL)

ED 336 676 CG 023 650

Dunham, Kathryn L.

Educated To Be Invisible: The Gay and Lesbian Adolescent.

Pub Date—[89]

Note—26p.

Pub Type—Information Analyses (070) — Reports - General (140)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Adolescents, *Counselor Role, *Homosexuality, Individual Development, *Lesbianism, *School Counselors, Secondary Education, Secondary School Students

The opportunity to grow and socialize in a supportive environment, a process taken for granted by heterosexual adolescents, continues to elude the gay and lesbian adolescent population, especially within the educational community. A goal of education should be to provide support for gay and lesbian teenagers before self-defeating behavior patterns become entrenched. Through youth support groups, curricula integrated with gay and lesbian issues, and varied activities designed to confront homophobia, counselors and educators can begin to move toward meaningful services for this population. Certainly this will not happen as long as adults and society continue to instill anger, fear, dislike, and hatred of gay men and lesbians into the minds of children. Counselors and educators have a responsibility to move past negative stereotypes and personal homophobia to provide gay and lesbian students a deserved alternative to the rhetoric of prejudice and false beliefs attached to the homosexual lifestyle. This can happen if professional counselors and educators take advantage of opportunities which allow for exploration of their own homophobia and individual biases in regard to differences, while developing the skills necessary to sensitively meet the needs of minority and stigmatized populations. In questioning individual attitudes, beliefs, and values, one fulfills a responsibility to open youth to the world with truth, integrity, and respect for all differences. (ABL)

ED 336 677 CG 023 651

Krantz, Sandra

Comparing a Cognitive Model and Phototherapy in the Treatment of Seasonal Affective Disorder.

Pub Date—7 May 91

Note—69p.; M.S. Thesis, Moorhead State University.

Pub Type—Dissertations/Theses - Masters Theses

(042)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Cognitive Restructuring, College Students, Counseling Effectiveness, *Counseling Techniques, *Depression (Psychology), Higher Education

Identifiers—*Phototherapy, *Seasonal Affective Disorder

Seasonal affective disorder (SAD) is characterized by recurrent major depression or bipolar disorder that occurs annually, usually later in fall as the daylight hours decrease, and that alternates with euthymic or hypomanic moods in the spring and summer. Pioneering research by Dr. Norman Rosenthal and associates has found phototherapy to be effective in ameliorating the depressive symptoms of this disorder. No research to date has studied the effects of using a cognitive approach to alleviate the symptoms of SAD. This study compared the efficacy of phototherapy and cognitive therapies (cognitive restructuring, reframing, and problem solving) in the treatment of the disorder. Subjects (N=4) were recruited from advertisements in university newspapers and from referrals from university counseling centers. Phototherapy was administered to three subjects and the three-part cognitive model was presented to one subject for a 6-week course of the therapies. The results of this study failed to support the theory that phototherapy is efficacious in the treatment of the depression associated with seasonal affective disorder. Although phototherapy results were inconclusive and cannot be generalized on the basis of a small subject sample, it would seem appropriate to include in treatment planning some cognitive work for SAD sufferers. These findings do not discredit that premise; however, they do indicate that a cognitive model may be an appropriate adjunctive or alternative therapy. (ABL)

ED 336 678 CG 023 652

Bleidt, Patricia And Others

Maximizing Resources: Running the Gamut from Underprepared to Leader-Bound Students.

Pub Date—91

Note—21p.; Paper presented at the Annual Meeting of the American College Personnel Association (Washington, DC, March 29-April 1, 1989).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academically Gifted, *College Students, *Committing Students, Higher Education, *Peer Counseling, Peer Relationship, *School Holding Power, *School Orientation

The Students Serving Students Program is a unique and flexible orientation program designed to meet the needs of a large commuter population at Youngstown State University. The program is staffed by 20 upperclass students who contact all first-year and transfer students prior to the opening day of classes. Staff serve as peer resources throughout students' first year of enrollment. Staff strive to contact students at least once or twice a quarter. However, some students are identified for more frequent contacts; these include students identified as "special" or "underprepared." Students identified as "special" are those who expressed interest in extra-curricular involvement, are shy, or those who wanted more frequent contacts. Those who had high school deficiencies or who did poorly on English placement tests are classified as "underprepared." In addition to staff's attention to "special" and "underprepared" students, they also encourage involvement. Students who excel academically are invited to join a new student honorary organization. This organization not only involves students early in their college years, but it also serves as a means of identifying students for future leadership roles. As a result of greater attention to several groups of new students, Students Serving Students is having a positive impact not only on retention, but also on the quality of students' lives. Maximizing as well as diversifying human resources is making a difference at Youngstown State University. Graphs, tables, and a job description for students serving in the program are appended. (ABL)

ED 336 679 CG 023 653

Hofer, Manfred And Others

Adolescents Arguing with Their Mothers: Age Differences in Dialogic Behavior.

Pub Date—Apr 91

Note—26p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Seattle, WA, April 18-20, 1991).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adolescents, Age Differences, *Daughters, Foreign Countries, *Mothers, *Parent Child Relationship, Young Adults

Identifiers—Argumentativeness, *Argument Research, Germany

This study examined conflictual interactions between adolescent girls and their mothers. Four levels of argumentation were distinguished according to theoretical notions about the development of adolescents' relationships with their mothers. It was assumed that in conflictual conversations with their mothers, adolescents express separation tendencies that are differentiated into self-assertion, de-idealization, defense of the territories of the self, and symmetry of interaction. The empirical analyses were based on 60 dialogues recorded from 30 dyads of female adolescents in 2 age groups from 12- to 14-, and 15- to 24-years of age. The dialogues were tape-recorded and transcribed. The results indicated that younger girls tried to weaken arguments of their mothers more often than older girls, while older girls strengthened their own position were able to modify it during the conversation more than younger girls. The expected dominance of preferential arguments in younger adolescents did not occur. Four argumentation patterns were identified: unilateral dominance; preference; criticizing; and construction of arguments. The results throw light on how adolescents transform their relationship to their mothers. (ABL)

ED 336 680 CG 023 654

Lowign, Christopher J. Muzekari, Louis H. Community Mental Health Services: Dropping-In and Dropping-Out.

Pub Date—Aug 91

Note—14p; Paper presented at the Annual Convention of the American Psychological Association (99th, San Francisco, CA, August 16-20, 1991).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Client Characteristics (Human Services), Community Programs, Dropout Research, Mental Health Clinics, *Mental Health Programs, Predictor Variables, Racial Differences, Sex Differences, *Termination of Treatment

A number of studies have examined variables that discriminate individuals who drop out of mental health programs. However, relatively little attention has been focused on determining characteristics of individuals who fail to follow through after their initial contact with mental health services. This study was designed to provide a profile of individuals seeking treatment in a community mental health center and to determine client characteristics that discriminate individuals who fail to keep their initial appointment. Information about 407 consecutive calls for services was collected. Results indicated that there were significant gender and race differences in the reasons for utilization of community mental health services. A subset of variables accurately discriminated individuals who requested services but did not follow through with that request. Overall, no-shows as a group were less likely than those who attended or canceled first appointments, to provide information about home and work phone numbers, family doctor, and next of kin. No-shows were also more likely than the other two groups to be male, live in transient housing, report hallucinations, and present with relationship problems. Those who canceled their first appointment were more likely than the other two groups to have had more frequent contact with inpatient and outpatient treatment and to have a history of inpatient treatment. Six data tables and a list of intake variables are provided. (ABL)

ED 336 681 CG 023 655

Haddock, Geoffrey. And Others. Assessing the Determinants of Prejudicial Attitudes.

Pub Date—Apr 91

Note—23p; Paper presented at the Annual Meeting of the Eastern Psychological Association (62nd, New York, NY, April 11-14, 1991).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Beliefs, College Students, *Ethnic Bias, *Etymology, Foreign Countries, Higher Education, *Racial Bias, *Social Bias

Identifiers—Canada

According to traditional theories, prejudice toward racial, ethnic, and other social groups is the result of affective and cognitive factors. However, there are few studies in the literature that have examined the relative importance of these factors in prejudicial attitudes. This study examined the roles played by affect, stereotypic beliefs, and symbolic beliefs in intergroup evaluations. College students (N=82) completed measures of prejudice, stereotypes, affect, symbolic beliefs, and right-wing authoritarianism. The results indicated that each determinant was a function of not only the target group under examination. It is interesting to note that while affective associates and symbolic beliefs were highly associated with subjects' attitudes toward specific target groups, stereotypic beliefs were not predictive of evaluations. While insightful, the results of this study do not provide a complete story of prejudicial attitudes. Current research is being conducted to further understand the roles played by affective associates and cognitive information in prejudicial attitudes. (ABL)

ED 336 682 CG 023 656

Evans, Nancy J. Ed. Wall, Vernon A. Ed. Beyond Tolerance: Gays, Lesbians and Bisexuals on Campus.

American Coll. Personnel Association, Alexandria, VA.

Report No.—ISBN-1-55620-088-9

Pub Date—91

Note—253p.

Available from—American Association for Counseling and Development, 5999 Stevenson Ave., Alexandria, VA 22304 (Order No. 72595; \$23.95).

Pub Type—Reports - General (140) — Collected Works - General (020)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Career Counseling, Colleges, *College Students, Counseling Techniques, Emotional Development, Higher Education, *Homosexuality, *Lesbianism, Personality Development, Sexuality, Social Development, *Student Personnel Services

Identifiers—*Homophobia

This book provides strategies for using what is known about gay, lesbian, and bisexual individuals in a college student affairs setting. These chapters are included: (1) "The Development of Gay, Lesbian, and Bisexual Identities" (Heidi Levine and Nancy J. Evans); (2) "Using Psychosocial Development Theories to Understand and Work with Gay and Lesbian Persons" (Vernon A. Wall and Nancy J. Evans); (3) "Homophobia" (Kathy Obeart); (4) "Understanding Gay and Lesbian Students of Color" (Vernon A. Wall and Jamie Washington); (5) "Addressing Lesbian and Gay Issues in Residence Hall Environments" (Donna Bourassa and Bill Shipton); (6) "Addressing Gay, Lesbian, and Bisexual Issues in Fraternities and Sororities" (Michael J. Hughes); (7) "Working with Gay and Lesbian Student Organizations" (Dick Scott); (8) "Life Planning and Career Counseling with Gay and Lesbian Students" (Cheryl Hetherington); (9) "Counseling Gay and Lesbian Students" (Natalie S. Eldridge and David C. Barnett); (10) "Issues of Gay, Lesbian, and Bisexual Student Affairs Professionals" (Maura Cullen and Jim Smart); (11) "Becoming an Ally" (Jamie Washington and Nancy J. Evans); and (12) "Including Bisexuality: It's More than Just a Label" (Raechelle L. Pope and Amy L. Reynolds). A resource list compiled by Shawn-Eric Brooks includes these categories: general works on gay, lesbian, and bisexual lifestyles; coming out; counseling issues; spirituality, religion, and homosexuality; diversity within the gay, lesbian, and bisexual community; gay and lesbian literature; programming resources; movies/videos; journals and magazines; and gay and lesbian organizations. (ABL)

ED 336 683 CG 023 659

Gibbons, Judith. And Others. Women's Worldly Fate: Guatemalan, Filipino, and U.S.A. Adolescents' Images of Women as Office Workers and Homemakers.

Pub Date—9 Jul 91

Note—28p; Paper presented at the Interamerican

Congress of Psychology (23rd, San Jose, Costa Rica, July 7-12, 1991).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adolescents, *Cross Cultural Studies, Cultural Differences, *Females, Foreign Countries, *Intercultural Communication, Role Perception, *Social Cognition, Work Attitudes

Identifiers—Guatemala, Philippines

Teenagers' views of women's roles are important because the stage of adolescence brings with it an intense concern with the adult roles of men and women. Although the images created by teenagers may appear to be similar across nations, the meanings of the images may differ for teenagers from different cultures. This study describes the use of adolescent interpreters to understand images in a cross-cultural context. Adolescents (N=88) from Guatemala, the Philippines, and the United States interpreted their peers' drawings of the ideal woman as cook or office worker. For adolescent interpreters in all three countries, women office workers were seen as hardworking. Filipino adolescents also described them as rebellious, untidy, and liberal. U.S. students saw them as bored with tedious office work, success-oriented, and yearning for fulfillment. Young people in Guatemala described women office workers as hoping for a better future, working for their families, and as strong educated women. Women cooking were seen as altruistic and good to others. Filipino adolescents described cooks as burdened by the duty of cooking. U.S. students described them as happy. As in the drawings of women office workers, Guatemalan young people saw the possibility for betterment, improvement, and reaching one's goals. Despite many similarities, Guatemalan adolescents focused on the qualities of the person, and U.S. and Filipino adolescents focused on the role. (LLL)

ED 336 684 CG 023 660

Gibbons, Judith L. Guatemalan Girls' Views of the Ideal Woman.

Pub Date—6 Jun 90

Note—12p; Paper presented at the International Congress on Women (4th, New York, NY, June 3-7, 1990).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adolescents, Concept Formation, Family Role, *Females, Foreign Countries, *Role Perception, Values

Identifiers—*Guatemala

Adolescent girls living in Guatemala today experience a variety of influences on their lives. These include transmitted cultural values blended from Mayan and Spanish traditions, current social and economic conditions such as inflation, political violence, and urban migration, and also more immediate and personal influences: their families, friends, and teachers. This study examined how adolescent girls in urban Guatemala view their own lives and their futures, as depicted in their views of ideal women. Ninety adolescent girls were asked to complete the ideal woman questionnaire, and to draw a picture of the ideal woman doing something. The Guatemalan girls viewed womanhood in traditional terms. The ideal woman was depicted as a hard worker who takes care of her home and family. Her identity is based in her social network, and she derives her happiness and her satisfaction from participating in others' development. If the ideal woman works outside the home, she works in those occupations traditionally reserved for women: teacher, nurse, or secretary. Guatemalan girls recognized the value of women as homemakers and caretakers. The cultural value of collectivism in Guatemala, the traditional emphasis on the family, and the adoption of the feminine values of nurturance and caretaking all contribute to the Guatemalan adolescent girls' view of the ideal woman as hard working, nurturant, honest, and affectionate in her participation in her family and occupational roles. (LLL)

ED 336 685 CG 023 661

Girbach, Charmaine J. And Others. Project PRIDE: 1990-1991. Evaluation Report. Saginaw Public Schools, Mich. Dept. of Evaluation Services.

Pub Date—Sep 91

Note—27p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Career Exploration, *High Risk Stu-

dents, *Hispanic Americans, Junior High Schools, Junior High School Students, Program Effectiveness, Program Evaluation, Remedial Instruction, Study Skills, Teaching Methods, Test Wiseness, Tutorial Programs

Identifiers—Saginaw City School System MI PRIDE (Providing Resources and Information Designed to Educate) is an after school tutorial project for Hispanic students, grades 7-9, attending the school district of Saginaw, Michigan. The project is intended to provide approximately 70 at-risk Hispanic junior high students with an after school center where they can go to receive help with their school work. Help is also provided in the areas of study skills, career exploration, and test-taking skills. Evaluation of the project was divided into two phases, the process and the product evaluations. The process evaluation involved observations of activities, interviews, and confirmation of project activities through assessment of various documents. The product evaluation focused on the outcomes of improved student attendance, academics and citizenship, and decreases in participants' dropout and suspension rates. While PRIDE met most of its process objectives, it did not experience much success with its product objectives. The following recommendations were offered as one possible means to improve the future operation of the project: (1) project administrators, in conjunction with the evaluation department, should design a record-keeping system that meets the proposal's objectives; (2) an in-depth review of how the present tutorial system was implemented should be done prior to the start of a new project year; (3) alternatives should be looked at as possible options to replace what does not work in the current PRIDE instructional/tutorial design. Appendixes include rules for teachers and students and student academic and citizenship scores for two semesters. (LLL)

ED 336 686 CG 023 662

Dole, Arthur A. And Others
Belief Structures about People Held by Selected Graduate Students.

Pub Date—18 Aug 91

Note—22p.; Paper presented at the Annual Convention of the American Psychological Association (99th, San Francisco, CA, August 16-20, 1991).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.
 Descriptors—*Beliefs, Graduate Students, Higher Education, Individual Psychology, *Personality, Theories, Validity

Wrightman has established that assumptions about human nature distinguish religious, occupational, political, gender, and other groups, and that they predict behavior in structured situations. Hjelte and Ziegler proposed a set of nine basic bipolar assumptions about the nature of people: freedom-determinism; rationality-irrationality; holism-elementalism; constitutionalism-environmentalism; changeability-unchangeability; subjectivity-objectivity; proactivity-reactivity; homeostasis-heterostasis; and knowability-unknowability. To test Hjelte and Ziegler's approach empirically as it applied to behavioral specialists, Dole and Woodruff developed an inventory which they administered to beginning graduate students. Thomas Sowell, a conservative political theorist, has proposed that two distinctive world views contribute to conflicts. For those with a constrained vision "man" is unchanging. Those with an unconstrained vision assume that "man" is intentional and rational. A 30-item inventory, the Conflict of Visions (COV) Inventory, was constructed to test whether or not graduate students in psychology would support Sowell's bipolar assumptions about people. This inventory, along with the Beliefs about People (BAP) inventory were administered to 107 graduate students in psychology and related areas. Item analyses of BAP only partially supported bipolar assumptions. After BAP and COV were each factor analyzed, component scores were identified and correlated. The results indicated that beliefs about people, grounded in an essentially political/philosophical paradigm, were largely independent of the assumptions of great psychologists. (LLL)

ED 336 687 CG 023 663

Campbell, Lloyd J.
Using Individual Learning Style Inventories and Group Teaching Methods in a Sixth Grade Classroom.

Pub Date—90

R1E FEB 1992

Note—65p.; Ed.D. practicum report, Nova University.

Pub Type—Dissertations/Theses—Practicum Papers (043)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Cognitive Style, Elementary School Students, Grade 6, Intermediate Grades, *Learning Strategies, *Learning Theories, Study Habits, *Teaching Methods, *Teaching Styles

A survey of teachers in an elementary school building and a literature review indicated that the causes of the lack of individualizing student learning were related to class size, poor leadership, teacher training, and poorly developed learning style instruments. A practicum was designed for classroom teachers to recognize differential learning styles and incorporate them into their repertoire of teaching. This practicum involved 31 sixth grade students and included five behavioral objectives: (1) improved study habits, attitudes, and behavior; (2) employment of four distinct teaching methods; (3) administration of the Dunn, Dunn, and Price Learning Style Inventory self-reporting instrument to 27 elementary teachers; (4) in-service on learning styles for all elementary teachers; and (5) parental review of child's learning style inventory results. Outcomes of the practicum showed improved work habits in 27 students, improved classroom attitudes in 26 students, and improved classroom behavior in 10 students. The students and their classroom teacher found the four group teaching methods that were introduced and demonstrated to them to be an excellent experience. (LLL)

ED 336 688 CG 023 664

Drugs and Crime Facts, 1990.

Department of Justice, Washington, D.C. Bureau of Justice Statistics.

Report No.—NCJ-128662

Pub Date—Aug 91

Note—36p.

Available from—Drugs & Crime Data Center & Clearinghouse, 1600 Research Blvd., Rockville, MD 20850 (Single copies free).

Pub Type—Reports—General (140)—Numerical/Quantitative Data (110)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Criminals, Drinking, Drug Abuse, *Drug Use, Higher Education, High Schools, Law Enforcement, Public Opinion, Trend Analysis

Identifiers—Drug Trafficking
 This report presents the most current information available relating to drugs and crime published by the Bureau of Justice Statistics (BJS) in 25 different reports. These topics are discussed: (1) drug use by criminal offenders at the time of offense, noting that a third of state prisoners, a quarter of convicted jail inmates, and two-fifths of youths in long-term, state-operated facilities admit that they were under the influence of an illegal drug at the time of their offense; (2) past drug use by criminal offenders, highlighting the fact that more than half the state prisoners who had ever used a major drug reported that they had not done so until after their first arrest; (3) drug law enforcement; (4) pretrial release of drug defendants; (5) prosecution and sentencing of drug law violators in state courts; (6) time served in prison by drug offenders, noting that typically, only part of the sentence handed down by the court is actually served in prison; (7) public opinion about drugs, noting that the percentage of Gallup Poll respondents describing drug abuse as the most important problem facing our country has grown steadily during the past several years; and (8) drug use in the general population. Data tables are included. Source notes are listed. (LLL)

ED 336 689 CG 023 665

Goodman, Sherry R. Rini, Joanne

Depressed Mothers' Expressed Emotion and Their Children's Self-Esteem and Mood Disorders.

Pub Date—Apr 91

Note—34p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Seattle, WA, April 18-21, 1991).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Affective Behavior, *Children, *Depression (Psychology), Family Relationship, Mental Disorders, Moods, Mothers, *Parent Child Relationship, *Self Esteem

Expressed emotion in a mother's communications about her child may reflect both direct and subtle ways in which she transmits aspects of her depressive affective and cognitive style to her children.

This study considered whether: (1) depressed mothers are more likely than well mothers to express negative emotional statements in descriptions of their children; (2) mothers' negative emotion statements are associated with children's mood disorders; (3) mothers' negative emotional statements are associated with children's self-esteem; and (4) children's self-esteem is associated with their mood disorders. Two groups of families were studied, 20 families with depressed mothers and 19 families with well mothers, each with a target child between 8 and 10 years old. Mothers were asked to describe their child. Children's self-esteem was measured with Harter's Self-Perceived Competence Scale, and children's diagnosis were determined with the Kiddie-SADS, a semi-structured diagnostic interview of both the mother and child. Depressed mothers made significantly more negative emotional statements overall, and specifically, more hostile or critical comments about their child, and more self-blaming comments. Depressed children had mothers who expressed significantly fewer positive statements, and showed a trend toward using more negative and critical statements. Mothers who made more critical or hostile statements had children with lower perceived physical appearance and behavioral conduct competence, and mothers who made more "negative other" statements had children with lower perceived scholastic achievement and athletic competence. Attached are 4 data tables and 12 figures. (LLL)

ED 336 690 CG 023 666

Bandlamudi, Lakshmi

Adolescents' Conceptualization of Self/Culture in the Wake of Bi-Culturalism: An Exploratory Cross-Cultural Study.

Pub Date—Apr 91

Note—69p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Seattle, WA, April 18-21, 1991).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Acculturation, *Adolescents, *Biculturalism, *Cross Cultural Studies, Cultural Context, *Immigrants, *Self Concept, *Self Evaluation (Individuals)

Historically, the definition of culture has been a much debated issue for anthropologists. While some anthropologists define culture as being invisible to the subject, others have conceptualized culture as knowledge and symbol. This study explores the ways in which culture reveals itself to another culture. Subjects (N=24) were first generation immigrant children and immigrant children living in the borough of Queens in New York City. Subjects, who were ages 13-15, were interviewed regarding their experiences of being bicultural in the United States. The interviews were structured to enable the subjects to define and reflect on their intuitive understanding of a variety of abstract relationships: self/other, self/culture, own culture/alien culture, and so on. Analyses of the interviews indicated that individuals locate themselves in a cultural matrix and have an understanding, at varying conceptual levels, that the basis for their behavior, thought, and thought processes is cultural. In the wake of biculturalism one observes the changing self, and recognizes the cultural ramifications. As a result self/culture are tightly intertwined; understanding of one leads to an understanding of the other. Such an understanding is triggered by facing the otherness, being seen and understood by the other. The narratives of the subjects also indicated that one understands self with varying degrees of differentiation and hierarchic integration, as a cultural being, connected to and determined by various cultural institutions. Such an awareness of cultural ramifications may be unique, if not exclusive to their experiences in their adopted land. (LLL)

ED 336 691 CG 023 667

Carter, Linda S.

Proposal for a Group Counseling Experience for

Cancer Patients.

Pub Date—[90]

Note—25p.

Pub Type—Information Analyses (070)—Reports—General (140)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Cancer, *Group Counseling

A model for using group counseling with cancer patients is proposed in this document. The literature on the psychological effects of cancer and the effects of social support are summarized. It is con-

cluded that the literature shows cancer patients are subjected to intense psychological distress and that at the same time their social supports may not be adequate to ease their distress. Group counseling for cancer patients is proposed in which members will be encouraged to try these behaviors in the group: (1) talk about their feelings associated with the diagnosis; (2) recognize issues such as loss of control; (3) cope with issues in relationships with families and friends; (4) work more assertively with their physicians in managing their medical treatment; and (5) face impending death without denial, especially for the terminally ill group. Issues of structure and setting are addressed, including place, size of group, and number and length of sessions. Issues relevant to the group process, including focusing on a supportive approach and willingness by the group leaders to allow a discussion of death in the group, are discussed. The therapeutic benefits of group counseling for this population are listed, and evaluation procedures are suggested. (14 references) (ABL)

ED 336 692 CG 023 668

Obadovich, Letti Dintino
Improving Sixth Grade Students' Social Skills through the Implementation of the Social Skills for Daily Living Program.

Pub Date—91
Note—97p.; Ed.D. practicum report, Nova University.

Pub Type—Dissertations/Theses - Practicum Papers (043)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Daily Living Skills, Grade 6, Intermediate Grades, *Interpersonal Competence, *Learning Disabilities, *Low Achievement, Middle Schools, Program Effectiveness, School Readiness

Identifiers—*Middle School Students

Preparing students for high school is only one of the many functions of middle school. It is expected that by this time children would have acquired the behaviors necessary to interact appropriately with peers and adults. This practicum was designed to help the low achieving and the learning disabled student (SLD) acquire appropriate social skills. The general goal was to have the students involved in the project demonstrate proficiency in accepting thanks, saying thanks, accepting compliments, giving compliments, apologizing, accepting "no", accepting criticism, and resisting peer pressure. A secondary aim was to decrease the number of students placed in the after school detention program. A survey documenting the need for a social skills project was administered to the teachers. The Social Skills for Daily Living program, a pull out program was introduced with low achieving and learning disabled sixth grade students (N=53). Posttests of each social skill indicated that the program increased learning of social behaviors. Of the 53 students involved in the practicum, 49 were able to master the skills on their first attempt. A posttest completed by mainstream teachers indicated that 44 out of the 53 were using the behaviors outside of the pull out program classroom. A comparison of students serving detentions indicated that there were significantly fewer detentions being written in the 1990-1991 school year as opposed to the 1989-1990 school year. (LLL)

ED 336 693 CG 023 669

Muzekari, Louis H. And Others
In the Eye of the Beholder: CMHC Reactions to Disaster.

Pub Date—Aug 91
Note—10p.; Paper presented at the Annual Convention of the American Psychological Association (99th, San Francisco, CA, August 16-20, 1991).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Community Services, Counseling, *Counselor Characteristics, *Crisis Intervention, *Emotional Response, Mental Health Clinics, *Natural Disasters, Psychological Patterns

Identifiers—Healing, *Hurricane Hugo

In response to the Hurricane Hugo disaster, the South Carolina Department of Mental Health (SCDMH) deployed 10 percent of its workforce to serve as members of "Go Teams" that worked with the Charleston Area Community Mental Health Center (CACMHC) staff and provided crisis intervention services to the community. This study examined the response and reactions of mental health workers involved in providing services in the after-

math of a major disaster and during the course of the following year. Three separate groups comprised the sample for the study: (1) clinical and administrative CACMHC staff (N=84); (2) SCDMH "Go Team" members (N=130); and (3) members of the Hugo Outreach Support Team (HOST) who were hired to continue the work of the Go Team (N=24). Separate questionnaires were developed for each group reflecting specific features of the work each was performing in the community; however, all questionnaires had a high degree of overlap to allow for comparisons between groups. Questionnaire responses were collected at 2-, 8-, and 12-months post-hurricane. Overall, individuals tended to view themselves as better adjusted than other staff, community members, and clients at each assessment. Even one year following a disaster of this magnitude, mental health staff were still experiencing significant residual effects. However, recovery appeared to be following an orderly progressive process. It appears that the reactions of mental health staff were found to parallel those of individuals going through a grieving process. (LLL)

ED 336 694 CG 023 670

Howell, Keith And Others
Establishing and Maintaining School Health Advisory Councils: A How-To Manual for Local Educational Agencies.

North Carolina State Dept. of Public Instruction, Raleigh. Div. of Curriculum and Instruction.

Spons Agency—Center for Chronic Disease Prevention and Health Promotion (DHHS/CDC), Atlanta, GA. Adolescent and School Health Div.

Pub Date—91
Contract—U63/CCU403072-02

Note—39p.

Pub Type—Guides - General (050)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Advisory Committees, Child Health, Elementary Secondary Education, *Health Education, Health Programs, *School Community Relationship, School Health Services

School Health Advisory Councils (SHAC) can assist schools in carrying out their responsibilities for promoting and protecting the health of students and employees. An active SHAC can be an excellent mechanism for parent and community involvement in the schools, and the SHAC provides a way for the schools to utilize valuable professional resources in their communities. This manual was prepared for use by school system personnel and interested community members. It has been designed for individuals seeking information on the development and operation of a SHAC. First, the terms "SHAC" and "coalitions" are defined. Second, the functions of SHACs are listed, followed by steps for beginning a SHAC. Next, responsibilities of the school system are outlined. Criteria for selecting members, and major steps used to select and appoint SHAC members are offered. Three common structures are presented as examples for SHAC structure and community links. Components that should be contained in the by-laws are described. Information is then presented regarding conducting successful meetings and selecting a chairperson. Indications of a healthy SHAC are described, and a checklist is provided to evaluate SHAC functioning. Finally, an outline is offered for structuring the SHAC annual report. (11 references) (LLL)

ED 336 695 CG 023 671

Rand, Michael R.
Crime and the Nation's Households, 1990. Bureau of Justice Statistics Bulletin.

Department of Justice, Washington, D.C. Bureau of Justice Statistics.

Report No.—NCJ-130302

Pub Date—Aug 91

Note—9p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 282-055/50015).

Pub Type—Numerical/Quantitative Data (110) — Reports - General (140)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Crime, National Surveys, Rape, Statistical Surveys, Stealing, Trend Analysis, *Victims of Crime

The National Crime Victimization Survey (NCVS) collects data on crimes that are not reported to the police as well as those that are reported. Because some crimes are difficult or impossible to examine in a general population survey, the NCVS measures only the personal victimizations of rape, robbery, assault, and theft, and the

household crimes of theft, burglary, and motor vehicle theft. The percentage of households experiencing a crime has not shown a statistically significant year-to-year increase since the inception of the indicator in 1975. In 1990 white households were less likely to fall victim to a measured crime than black households and households of other races. Households with higher incomes were more susceptible to theft or attempted theft than were lower-income households. In 1990 households in urban areas continued to be the most likely, and those in rural areas continued to be the least likely to be touched by crime. During 1990, as in the four previous years, households in the Northeast were the least vulnerable to crime, while those in the West were the most. In general, the more people in a household, the greater its susceptibility to crime. In 1990, 1 in 14 households in the nation was burglarized or had a member who was the victim of a violent crime committed by a stranger. Black households were not only more vulnerable to crime than white households but were also more likely, if victimized, to report a serious violent crime or a crime of high concern. Population movements and changes in household composition have affected the overall downward trend that the households-victimized-by-crime indicator has shown since 1975. (A discussion of the NCVS methodology is included.) (LLL)

ED 336 696 CG 023 672

Johnson, Lloyd D. And Others
Drug Use among American High School Seniors, College Students and Young Adults, 1975-1990. Volume 1: High School Seniors.

National Inst. on Drug Abuse (DHHS/PHS), Rockville, Md.

Report No.—DHHS-ADM-91-1813

Pub Date—91

Contract—3-R01-DA-01411

Note—220p.

Pub Type—Reports - General (140) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—Drug Abuse, *Drug Use, High Schools, *High School Seniors, Incidence, Longitudinal Studies, National Surveys, Research Methodology, *Trend Analysis

A two-part report presents the results of the 16th national survey of American high school seniors, and the 11th national survey of American college students. This volume contains the results from high school seniors. Chapter 1 explains the purposes and rationale for the research, and content areas covered in the report. Chapter 2 presents an overview of the key findings. In chapter 3 the research design, sampling plans, and field procedures used in both the in-school surveys of seniors, and the follow-up surveys of young adults are presented. Chapter 4 summarizes the levels of drug use reported by the high school class of 1990, and chapter 5 summarizes trends in drug use, comparing the 16 graduating classes of 1975 through 1990. Chapter 6 discusses the issue of drug use at earlier grade levels. Chapter 7 presents results from questions examining the degree and duration of highs among seniors. Chapter 8 presents the cross-time results for three sets of attitude and belief questions. Data pertaining to the social milieu of young people are presented in Chapter 9, including parental and peer attitudes and exposure to drug use by friends and others. Additional recent findings from the Monitoring the Future study are presented in chapter 10. The findings focus on the use of nonprescription stimulants; the use of marijuana on a daily basis; racial/ethnic differences in drug use; explaining declines in marijuana and cocaine use; and changes in drug use during pregnancy. Extensive tables and figures are included. (LLL)

ED 336 697 CG 023 673

Youth and Alcohol: Laws and Enforcement. Is the 21-Year-Old Drinking Age a Myth?

Office of Inspector General (DHHS), Washington, DC.

Report No.—OEI-09-91-00650

Pub Date—[Sep 91]

Note—23p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Adolescents, *Alcohol Abuse, Drinking, *Law Enforcement, *State Legislation, *Youth Problems

Identifiers—*Legal Drinking Age

In response to public health concerns and the adverse health consequences of alcohol abuse, the Surgeon General requested information on state

alcohol laws and enforcement. In an effort to examine current state laws and regulations governing youth access to alcohol and how these laws are enforced, the Office of Inspector General conducted interviews with state alcoholic beverage control and/or state enforcement agency officials from all 50 states and the District of Columbia. All state alcohol control laws and regulations pertaining to youth were reviewed. It was found that state laws contained loopholes that permitted underage drinking; that state and local agencies had difficulty enforcing youth alcohol laws; that nominal penalties against vendors and minors limited the effectiveness of enforcement; that states had difficulty preventing false identification use; that some states had developed creative methods to enforce alcohol laws and penalize offenders; and that enforcement was inhibited by public attitude and deficiencies in education. States are encouraged to examine their laws and policies concerning youth access to alcohol. (A checklist to help states in doing this is included in the report.) (NB)

ED 336 698 CG 023 674

Ritchie, Martin H. And Others
Consultation in the Counseling Profession: An Annotated Bibliography.
 Pub Date—[90]
 Note—45p.
 Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC02 Plus Postage.
 Descriptors—Annotated Bibliographies, *Consultants, *Consultation Programs, *Counseling Services, *Counselor Role

Consultation represents a major role and responsibility of counselors and other mental health professionals working in a variety of settings. Formal training in consultation theory and process is required in the entry-level program standards of the Council for Accreditation of Counseling and Related Educational Programs. Therefore, counselors and counselor educators need to be knowledgeable of the consultation literature as it pertains to the counseling profession. This bibliography contains citations for 101 books, 373 journal articles, and 2 research instruments concerned with consultation. The 476 references were obtained by searching existing databases such as Educational Resources Information Center (ERIC) and Psychological Abstracts, and by collecting reading lists of counselor educators. All references were reviewed by the authors to determine their relevance to the counseling profession. Most of the references contain original annotations by the authors of the bibliography. (Author/NB)

ED 336 699 CG 023 675

Long-Term Care Ombudsman Program Annual Report: Oct. 1, 1989 through Sept. 30, 1990.
 Oklahoma State Dept. of Human Services, Oklahoma City.
 Report No.—S91127-OKDHS
 Pub Date—Aug 91
 Note—37p.

Pub Type—Reports - Descriptive (141)
 EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Frail Elderly, *Institutionalized Persons, *Long Term Care, Nursing Homes, *Older Adults, *Ombudsmen, *Quality of Life, Residential Programs

This annual report of the Long-Term Care Ombudsmen Program of the Oklahoma Department of Human Services begins by stating the purpose of the program: to improve the quality of life and the quality of care of older residents of long-term care facilities in Oklahoma. It is noted that the Long-Term Care Ombudsman advocates for the rights of long-term care facility residents and acts as an objective mediator in problem situations, and that the State Ombudsman Program investigates and resolves complaints made by or for older individuals who reside in long-term care facilities; bridges between older residents of long-term care facilities and the aging network; and monitors the development and implementation of federal, state, and local laws, regulations, and policies that relate to long-term care facilities in the state. This report describes statewide Ombudsman Program activities during fiscal year 1990, including volunteer recruitment, screening, and training, and consumer education. It also describes the complaint documentation system, discusses facilities with multiple complaints, and examines guardianships and other surrogate decision-making. A program funding report, list of types of long-term care facilities, an adverse action list,

and relevant graphs are appended. (NB)

ED 336 700 CG 023 676

The College Guidance Counselor's Handbook: 1991-92. A College Guidance and Information Resource for Oregon High School Counselors.
 Oregon State System of Higher Education, Eugene.
 Pub Date—[Aug 91]
 Note—108p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC05 Plus Postage.
 Descriptors—*College Bound Students, *College Preparation, Higher Education, High Schools, High School Students, *School Counselors, *School Guidance

Identifiers—*Oregon
 This handbook was written to help high school counselors who work with college-bound students. It includes a college guidance calendar for the 1991-1992 academic year and provides information on the (Oregon) State System high school visitation program, describing the visitation program, explaining visitation formats for high schools, and offering suggestions for preparing students for the visitation program. Included is the 1991 High School Visitation Schedule. A section on residency rules includes a notice to nonresidents of the state of Oregon. Other sections look at Oregon State System admission requirements; the admission of community college transfer students; testing requirements, dates, and information sources; special academic support service programs; State System publications and services; college guidance information and resources; college guidance activities for students; the National Association of College Admission Counselors' Statement of Principles of Good Practice; and college course work during high school. Though some of the handbook's content applies to all post-secondary education, the central focus and emphasis is on the public four-year colleges and universities in the state of Oregon. (NB)

ED 336 701 CG 023 677

Blancero, Douglas
Letting Go...
 Pub Date—Mar 91
 Note—10p.; Paper presented at the Annual National Youth Professionals' Institute (17th, Anaheim, CA, March 24-27, 1991). For a related document, see CG 023 678.

Pub Type—Reports - Descriptive (141)
 EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Adolescent Development, Adolescents, High Schools, *Independent Living, Locus of Control, *Personal Autonomy, *Student Leadership, *Student Participation

Identifiers—*Empowerment
 YOUTH DARES (Dynamic Alternatives for Rehabilitation through Educational Services) believes there are three major environments youth come into contact with or that impact on their development: the family, the educational system, and the "street." An element missing from all of these environments is youth participation. A fourth environment must be created to bring all the environments in contact with one another and to draw upon their positive traits. Youth must be allowed the freedom to make their own choices in the formation and maintenance of this fourth environment. YOUTH DARES has implemented a series of processes to develop, establish, and maintain a high degree of youth participation in its programming. There are two youth representatives on the agency's Board of Directors. The agency places a priority on hiring young people whenever possible. The agency sponsors an alternative high school program with five components (academics, internships, group, student government, and parent workshops). The student government is modeled after the U.S. government. Government committees include the law, sports, finance, fund-raising, newsletter, graduation, special events, and Acquired Immune Deficiency Syndrome (AIDS) task force committees. Students have written their own Declaration of Independence and are working on their own Constitution. Empowering youth and "letting go" can result in a more cohesive and effective approach to working with youth. (NB)

ED 336 702 CG 023 678

Blancero, Douglas
Education, Economics & Youth.
 Pub Date—Mar 91
 Note—9p.; Paper presented at the Annual National Professionals' Institute (17th, Anaheim, CA, March 24-27, 1991). For a related document, see CG 023 677.

Pub Type—Reports - General (140)

EDRS Price - MF01/PC01 Plus Postage.
 Descriptors—*Adolescent Development, Adolescents, High Schools, *Independent Living, Locus of Control, *Personal Autonomy, *Student Leadership

YOUTH DARES (Dynamic Alternatives for Rehabilitation through Educational Services) is a program that services a variety of communities located primarily in Brooklyn, New York. It was founded on the belief that the problems facing young students require alternative and imaginative solutions. YOUTH DARES believes there are three major environments youth come into contact with or that impact on their development: the family, the educational system, and the "street." YOUTH DARES is attempting to create a fourth environment, one that would bring all the environments in contact with each other and draw on their positive traits. The goal is to strengthen the family unit, provide a viable avenue for effective education, combat the negative influence of the addictive personality and nurture a positive peer group. YOUTH DARES is a multi-service agency that supports the development of a non-traditional curriculum of studies. It advocates a course of studies that would imitate the workplace by providing an environment which exposes the students to a set of tasks involving the use of various skills such as would be encountered in the real world of work. While YOUTH DARES offers various services, community centers that can house these services are essential to the well-being of communities, families, and children. (NB)

ED 336 703 CG 023 679

Schneibel, Dan
Group Counseling Using the Gestalt Approach.
 Pub Date—21 Aug 91
 Note—10p.; Course requirement.
 Pub Type—Dissertations/Theses - Undetermined (040)

EDRS Price - MF01/PC01 Plus Postage.
 Descriptors—Counseling Techniques, *Gestalt Therapy, *Group Counseling

The phenomenological-existential therapy known as gestalt therapy sees awareness as its major goal. Clients are helped to become aware of what they are doing, how they are doing it, and how they can change themselves while, at the same time, learning to accept and value themselves. An important topic in the gestalt group process is the key concept—a concept that defines members as unique individuals and social beings. In addition, there is affirmation of and belief in each person as a potentially healthy person with all the necessary equipment to live a satisfying life. The group leader is valued for an ability to work at both the individual and group levels and to move smoothly back and forth between the two levels. The most basic technique in working toward awareness is simple observation. Other techniques used in group counseling with gestalt therapy include awareness experiments, unfinished business, exaggeration, reversals, making the rounds, fantasy approaches, and rehearsal. Gestalt therapy has proven to be effective in time-limited situations. It is applicable to a variety of problems and is used with children, adolescents, and adults. It provides a perspective on growth and enhancement while focusing on current behaviors. Group members are given the opportunity to do their own seeing, feeling, sensing, and interpreting. (NB)

ED 336 704 CG 023 680

Stevens, Carla J. And Others
Harris County Juvenile Detention Center (1990-91).
 Houston Independent School District, TX. Dept. of Research and Evaluation.
 Pub Date—[91]
 Note—31p.

Pub Type—Reports - Evaluative (142)
 EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Adolescents, *Correctional Institutions, *Delinquency, Intermediate Grades, *Juvenile Justice, Residential Programs, Secondary Education

Identifiers—*Juvenile Detention Centers, *Texas (Harris County)

The Houston Independent School District's (HISD) educational program at the Harris County Juvenile Detention Center provided instruction to the 1,138 youths residing at that facility from August 1990 to March 1991. The youth at the Detention Center had been detained by Harris County Law Enforcement Officials and were awaiting court action. The educational program provides regular,

vocational, and special education curriculum instruction to these youth in order that they may continue their education process while being held in this county facility. Eighty-nine percent of the students were male, 50% of the students were Black and 29% were Hispanic, and 84% were from 14 to 16 years of age. Thirty-one percent of the 936 children who were released from the Detention Center during the time period examined had been previously registered as HISD students; 28% of the students who left the Detention Center enrolled in HISD schools. The average length of stay at the Detention Center was 24 days, while the average daily attendance was 170 students. This evaluation report describes the educational program as it is currently being implemented, describes the students who were served by this educational program, and compiles baseline data for future evaluations. (NB)

ED 336 705 CG 023 681

Skacel, Robert K., Jr. Merritt, Rebecca Davis
Gender Effects in College Students' Drinking
Habits and Their Perceptions of Intoxication of
Others.

Pub Date—May 91

Note—24p; Paper presented at the Annual Meeting of the Midwestern Psychological Association (63rd, Chicago, IL, May 2-4, 1991).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Alcohol Abuse, *Body Weight, College Students, *Drinking, Higher Education, *Sex Differences, *Student Attitudes, Student Behavior

Female (N=21) and male (N=21) college students were asked to estimate their amount of daily alcohol consumption via a modified version of the Drinking Practices Questionnaire. Males reported drinking significantly more alcohol than females. However, when subjects' body weights were used to compare estimated blood alcohol levels (BAC) rather than absolute amount of alcohol consumed, females and males did not differ. This highlights the importance of researchers considering the body weight of their subjects when investigating possible alcohol-related gender biases. When asked to estimate the number of beers needed by a typical young man and a typical young woman to induce moderate and high levels of intoxication, subjects of both genders believed males would require significantly more beer than females to produce both moderate and high levels of intoxication. This pattern remained even when average body weight figures were used to estimate the BAC of the target subjects. This suggests that body weight differences between females and males are unlikely by themselves to account for the gender bias of the subjects. (Author/NB)

ED 336 706 CG 023 682

Merritt, Rebecca Davis Skacel, Robert K., Jr.
College Students' Perceptions of the Sexual Interest of a Young Woman and Man: Cognitive Expectancy of a Gender Effect.

Pub Date—May 91

Note—11p; Paper presented at the Annual Meeting of the Midwestern Psychological Association (63rd, Chicago, IL, May 2-4, 1991).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—College Students, Dating (Social), Drinking, Expectation, Higher Education, *Interests, *Sex Differences, *Sexuality, *Student Attitudes

Research examining how consumption of alcohol is expected to affect the sexuality of young men and women has found that subjects who rated the female drinker expected alcohol to facilitate a greater increase in sexuality for the target than did subjects who rated the male drinker. This research, however, did not employ a nonalcohol drinking control condition. This study was conducted to examine subjects' expectations of men's and women's sexuality (or more specifically, their level of interest in having sexual intercourse) in the context of a first-date situation that takes place in a setting in which alcohol consumption commonly occurs. Male (N=20) and female (N=16) college students rated male and female vignette characters' degree of sexual interest in a heterosexual first-date situation in which neither character consumed alcohol. Both female and male subjects perceived the male character as having more interest in sexual intercourse than the female character. These findings suggest a need to evaluate

the effect of gender within cognitive expectancy research attempting to assess the role of alcohol consumption upon sexual interest and/or aggression. (NB)

ED 336 707 CG 023 683

Tjebkes, Phyllis Kathleen Hayden, Davis C.
Correlates of Teenage Drinking Behavior in Two Communities.

Pub Date—Apr 91

Note—25p; Paper presented at the Annual Meeting of the Western Psychological Association (71st, San Francisco, CA, April 25-28, 1991).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—*Alcohol Abuse, Athletics, Depression (Psychology), *Drinking, Extracurricular Activities, Grade Point Average, High Schools, *High School Seniors, Parent Child Relationship, Peer Influence, Religion

A survey of research literature on teenage alcohol use will reveal many variables related to teenage drinking. This study compared these variables in two separate communities to ascertain their global validity. To investigate factors leading to teenage alcohol use, 218 high school seniors from Washington and Iowa were surveyed. Dependent variables of boredom and activity were included with variables that other research had found to be significant. A multiple analysis of variance indicated significant differences in the dependent variables across the four levels of alcohol use (abstainers, light drinkers, moderate drinkers, and heavy drinkers) and between states. The findings suggest that alcohol use by adolescents correlates with the variables of religion, boredom, grade point average, activities, and peer consumption. A path analysis for each state using father nurturance, mother nurturance, religiousness, depression, boredom, grade point average, sports, school activities, peer consumption, and alcohol consumption revealed that paths for students in Washington and for students in Iowa were significantly different from each other, suggesting that each community may have its own equation for the onset of adolescent drinking. (NB)

ED 336 708 CG 023 684

Skacel, Robert K., Jr. Merritt, Rebecca Davis
Cognitive Expectancies of Alcohol-Facilitated Sexuality.

Pub Date—May 91

Note—24p; Paper presented at the Annual Meeting of the Midwestern Psychological Association (63rd, Chicago, IL, May 2-4, 1991).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—College Students, Dating (Social), *Drinking, *Expectation, Higher Education, *Sex Differences, *Sexuality

Female (N=142) and male (N=191) college students read one of nine vignettes describing a male and female target character on a heterosexual first date, and then rated each character's desire to have sexual intercourse with the other. The vignettes varied only by the amount of alcohol consumed by each character (none/soft drink, moderate, high). These quantities had been empirically determined for male and female targets via pilot testing, which revealed that subjects believed it would take more beers to produce both moderate and high levels of intoxication for a male than for a female target. The hypothesis that the female character would be perceived by subjects as experiencing more alcohol-facilitated sexuality than the male character, was not supported. Post hoc analyses suggested that the quantities obtained from the pilot study appeared to have failed to equate male and female targets for intoxication within the present investigation. (Findings are discussed in the context of the relationship between alcohol consumption and sexual aggression, and are presented within a cognitive expectancy framework.) (Author/NB)

ED 336 709 CG 023 685

Non-Technical Medical Care: An In-Home Care Program.

Oklahoma State Dept. of Human Services, Oklahoma City.

Report No.—89-42

Pub Date—Oct 89

Note—9p.

Pub Type—Reports—Descriptive (141)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—*Aging (Individuals), Developmental

Disabilities, Family Caregivers, *Frail Elderly, *Home Programs, *Medical Services, *Older Adults

This document describes the Non-Technical Medical Care (NTMC) program, a personal care service offered by the Oklahoma Department of Human Services to eligible persons in their own homes. These NTMC program goals are listed: to provide personal care services to frail elderly and disabled persons, allowing them to remain in their homes; and to provide respite to families who choose to be primary caregivers for a disabled family member. It is noted that NTMC providers can provide aid to eligible persons in such areas as bathing and personal care; meal preparation; giving medications; help with exercise; help with non-skilled treatments ordered by physicians; and help with laundry and housekeeping. It is emphasized that NTMC providers are not expected to care for other family members or for animals, and they are not expected to provide transportation for the client, although they can run errands for clients. This booklet explains eligibility for the NTMC program and how to apply. It describes how clients are referred, who provides care, and how long NTMC services can be received. The relationship between the client, the Department of Human Services, and the NTMC provider is discussed. Ways to become an NTMC provider are described and payment for services of the provider is explained. (NB)

ED 336 710 CG 023 686

Sather, Amy E. And Others
Psychologically Abandoned Children: Dependency, Trust and Self-Esteem in ACOAs.

Pub Date—May 91

Note—10p; Paper presented at the Annual Meeting of the Midwestern Psychological Association (63rd, Chicago, IL, May 2-4, 1991).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—*Adult Children, College Students, *Dependency (Personality), Family Problems, Higher Education, Personality Development, *Personality Traits, *Self Esteem, *Trust (Psychology)

Identifiers—*Children of Alcoholics

Although there has been a variety of observations published about Adult Children of Alcoholics (ACOAs) based upon clinical study, much of it has dealt with the adult child's possible predisposition to alcoholism rather than personality issues. Many children from alcoholic families seek treatment because they are experiencing difficulty in other areas in their lives. These difficulties often stem from the problems that the individual experienced as a child in an alcoholic family. This study explored the hypothesis that ACOAs experience problems in self-esteem, interpersonal trust, and dependency. Three personality scales were administered to volunteer college students (N=107) to measure the variables of self-esteem, interpersonal trust, and dependency and multiple regression analysis was employed to determine which of those variables were related to parental drinking. Results did not indicate any significant effects for the self-esteem variable. Results did indicate that those subjects determined to be ACOAs scored higher in dependency and in trust. These findings do support the fact that ACOAs are not trusting. ACOAs never learned how to trust as a child. ACOAs are also quite high in dependency because they did not receive the nurturing they needed as a child. (CM)

ED 336 711 CG 023 687

Buri, John R.
Stability of Parental Nurture as a Salient Predictor of Self-Esteem.

Pub Date—Aug 91

Note—13p; Paper presented at the Annual Convention of the American Psychological Association (99th, San Francisco, CA, August 16-20, 1991).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—*Adolescents, Child Rearing, College Freshmen, College Students, Grade 7, Grade 8, Higher Education, High School Seniors, High School Students, Parent Child Relationship, *Parent Influence, Predictor Variables, Secondary Education, *Self Concept, *Self Esteem, *Young Adults

Identifiers—*Nurturance

In the recent past there has been a growing inter-

est in the investigation of the self. A primary area of investigation has revolved around the question of the stability of the self-concept. This study investigated parental nurturance as a stable predictor of self-esteem across adolescent and young adult age groups. Subjects ($N=784$) were students from seven distinct age groups: seventh graders; eighth graders; high school sophomores; high school seniors; undergraduate freshmen; and undergraduate upperclassmen. Results revealed that even though parental nurturance was more strongly related to self-esteem during junior high school years than during the high school and college years, parental nurturance still remained a robust predictor of self-esteem during these latter years. Strong nurturant relationships with one's mother and one's father provide stable bases for global self-esteem throughout the early adolescent to early adulthood years. This is a time during which many individuals experience considerable change and discontinuity in their lives and are therefore in need of a relational context in which they can find stability, reassurance, and the support of caring relationships. When such a context is available, then the individual is better able to cope with the stress of change and more able to tolerate areas of discontinuity within his or her life. (CM)

ED 336 712 CG 023 688

Engel, John W. Lingren, Herbert G.

Marriage and Family Therapy: Who Needs It?

Where To Find It?

Hawaii Inst. of Tropical Agriculture and Human Resources.

Report No.—ISSN-0271-9916

Pub Date—Aug 91

Note—12p.

Journal Cit.—Research Extension Series; n127 Aug 1991

Pub Type—Collected Works - Serials (022)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Counseling Effectiveness, Counseling Objectives, Counselor Qualifications, Counselor Selection, *Family Counseling, Marital Instability, Marital Satisfaction, *Marriage Counseling, Psychotherapy

Identifiers—*Family Therapy

Finding a qualified marriage and family therapist that the couple or family will be comfortable with requires some effort on the part of the consumer. There are many people out there who advertise themselves as marriage counselors or family therapists but do not have the credentials. The client must shop around, interview prospective therapists, and evaluate qualifications, services, and approaches, or seek a clinical member of the American Association for Marriage and Family Therapy. For the most satisfying and effective outcome, the couple or family should seek professional assistance before the pain and dysfunction become so great that the motivation to change is lost. All families go through trials and tribulations. Some are developmental and may recede if the family system maintains its integrity during difficult times. But rather than hoping the problems will go away, the couple or family will benefit from dealing with it when it first occurs. Often, this will require the assistance of a trained therapist. (The addresses of these organizations which can provide referrals for therapists are included: the American Association for Marriage and Family Therapy; the American Association of Sex Educators, Counselors, and Therapists; and the National Council on Family Relations.) (CM)

ED 336 713 CG 023 689

Straus, Murray A.

Children as Witness to Marital Violence: A Risk Factor for Life Long Problems among a Nationally Representative Sample of American Men and Women.

New Hampshire Univ., Durham. Family Research Lab.

Pub Date—30 Oct 91

Note—11p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Battered Women, Child Abuse, *Family Violence, *Social Adjustment

A number of studies have found evidence suggesting that being a witness to violence puts a child at risk of developing social and psychological problems. However, most of these studies used populations of severely battered women and did not control for confounding with other family characteristics. This study analyzed male and female responses ($N=6,002$) of the 1985 National Family

Violence Survey using an analysis of covariance to control for confounding variables including physical attacks on the child, gender, age, and family socioeconomic status. The study also analyzed whether the child witnessed violence by the father, the mother, or by both. The results demonstrated a link between witnessing marital violence with various psycho-social problems including health problems, feelings of depression and stress, increased drug abuse, use of coercion and violence in marital conflict, child abuse, and engaging in violence and other criminal behavior outside the family. Results suggest that being a witness to violence between parents puts a child at risk for a number of serious mental health and other problems, and that this applies to children of all socioeconomic levels and regardless of whether the child has also been attacked by the parents. (CM)

CS

ED 336 714

Smolkovich, Greg And Others

Stop! Look! Listen! A Successful Pre-Kindergarten Intervention Summer School Program.

Pub Date—May 91

Note—49p.; Paper presented at the Annual Meeting of the International Reading Association (36th, Las Vegas, NV, May 6-10, 1991).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Demonstration Programs, *Disadvantaged Youth, *Early Intervention, High Risk Students, Language Skills, *Learning Readiness, Preschool Education, Program Descriptions, Special Programs, *Summer Programs, Young Children

Identifiers—*Education Consolidation Improvement Act Chapter 1, Emergent Literacy, Mesa Public Schools AZ

A Chapter 1 pre-kindergarten intervention summer school program of the Mesa Unified School District in Arizona was selected by the United States Department of Education as being unusually successful in meeting the special educational needs of disadvantaged children. Students determined to be at-risk are enrolled in the program, which takes place in June and July, and aims to help 4-year-olds acquire necessary language and pre-readiness skills to enter a formal kindergarten program. Classes, limited to 15 students, are offered at 7 regional sites. In addition to the readiness program taught by master teachers, two certified speech and language pathologists provide specialized services to students and in-service training to teachers. In the 1988-89 school year, 114 children were enrolled in the program. Of the students taking the Mesa Chapter 1 Pre-Kindergarten Progress Test, 92% attained 70% mastery, far surpassing the formal goal of 80% of the children attaining such mastery. Furthermore, while 100% of the students were initially eligible for remedial kindergarten programs in the fall, only 27% were so placed, while 73% progressed to a regular kindergarten. A seven-page project overview is provided. (Attachments contain a list of behavioral objectives, a treasure hunt language activity with charts and lesson plans, parent information sheets, the pre-kindergarten progress test, and forms and letters related to the program's award.) (SR)

ED 336 715

Literacy Profiles Handbook: Assessing and Reporting Literacy Development.

Victoria Ministry of Education, West Melbourne (Australia).

Report No.—ISBN-0-7241-7023-5

Pub Date—90

Note—67p.

Available from—Touchstone Applied Science Associates, Inc., P.O. Box 382, Brewster, NY 10509.

Pub Type—Guides - Classroom - Teacher (052) — Reports - Descriptive (141) — Tests/Questionnaires (160)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Curriculum Guides, Elementary Secondary Education, *Evaluation Methods, Foreign Countries, *Literacy, Reading Diagnosis, *Student Evaluation, Writing Evaluation

Identifiers—Australia (Victoria)

This handbook offers a guide to identifying curriculum activities which will enable the observation of

CS 010 634

significant literacy behaviors, recording these observations, and assessing and reporting student development in literacy. The handbook presents carefully considered descriptions of literacy learning behaviors noted by teachers in a wide variety of schools, and descriptions of classroom contexts in which these behaviors are commonly observable. The literacy profiles discussed in the handbook help the principal and staff develop a systematic and consistent approach to the assessment and reporting practices within schools; offer a recording instrument which can be used from year to year, enabling cumulative reporting on student progress which can assist communication with parents and others in the school community; and can also be used to facilitate student transition from one school to another. Sections of the handbook are: (1) "About Literacy Profiles"; (2) "The Reading and Writing Bands"; and (3) "Literacy Profiles in Use." Discussion of the reading and writing bands, classroom tasks and contexts for observing reading and writing, and a list of participating schools are attached. (RS)

ED 336 716

Leverett, Rudy

Teaching Yourself: A Guide to Better Study Skills and Habits.

Idaho State Dept. of Education, Boise.

Pub Date—Sep 90

Note—18p.; For an earlier version, see ED 255 829.

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Elementary Secondary Education, Independent Study, *Learning Strategies, Note-taking, Study Habits, *Study Skills, Test Wiseness, *Thinking Skills

Noting that students must at some point begin to assume responsibility for their own learning to become mature, independent members of society, this pamphlet is designed to help students get started in taking studying seriously. The pamphlet presents: (1) 7 suggestions on when to study; (2) 6 ideas on where to study; (3) 13 suggestions on what to study; (4) 11 ideas on how to take tests; and (5) 6 suggestions on how to evaluate information. (RS)

ED 336 717

Crump, Claudia Ridout, Susan Ramp

Kids Helping Kids Kossar Read-a-Thon: Suggestions for Teachers and Parents.

Pub Date—[91]

Note—8p.; For Read-a-Thon Booklets, K-8, see ED 328 886-895.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Art Activities, Class Activities, Elementary Education, Health Activities, Junior High Schools, Learning Activities, Listening Skills, Middle Schools, Music Activities, *Reading Instruction, *Reading Programs, Safety Education, Social Studies, Writing Exercises

Designed for use with a full class but adaptable for individual or small-group instruction, this paper presents teachers with brief suggestions for extending the Read-a-Thon stories beyond discussing and/or writing answers to the questions at the end of the stories. Activities described in the paper include: (1) reading activities (such as "Password" and "20 Questions"); (2) listening and oral sharing activities (including "Tape Centers" and "Storytellers"); (3) art, drama and music activities (such as "Picture Sequences," "Framed Stories," and "Raps and Tunes"); (4) writing activities (such as "Poems and Verses," "Poems and More Poems," and "Word Graffiti"); (5) health and safety activities (including "Say No" and "Futuring"); and (6) social studies activities (such as "Location Clues" and "Stereotypes"). (RS)

ED 336 718

Herrera, Krista R.

A Research Study To Augment Reading Comprehension of Gifted Students through Increased Exposure to Test-Taking Methods and Strategies.

Pub Date—Jun 91

Note—58p.; M.S. Practicum, Nova University.

Pub Type—Dissertations/Theses - Practicum Papers (043)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Academically Gifted, Grade 5, Intermediate Grades, *Reading Attitudes, *Reading Comprehension, *Reading Rate, Reading Skills, Reading Strategies, *Reading Tests, Test Coaching, *Test Wiseness

Identifiers—Dade County Public Schools FL

A practicum addressed the significant difference between the reading comprehension levels of gifted students and their ability to demonstrate achieved levels on exams designed to measure these levels. Nineteen fifth-grade students participated in daily timed activities targeting reading comprehension, reading rate, attitudes towards test taking, and cognitive awareness of innate test taking strategies. Results indicated that the program was successful in improving the students' performance in the targeted areas. It is held that this plan could be used as part of a daily maintenance program with gifted and mainstream students. (Fourteen references and 5 appendixes—the Dade County Reading Comprehension Placement Test, Reading Drills Activities, a Strategy Use Questionnaire, Graphs for Plotting Reading Results, and a Time Frame—are attached.) (PRA)

ED 336 719 CS 010 695

Manzella, Louis A.

Improving Basic Literacy Skills of Juvenile Delinquents through Relevant Experiences.

Pub Date—91

Note—107p.; Ed.D. Practicum, Nova University.

Pub Type—Dissertations/Theses - Practicum Papers (043)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Basic Skills, *Correctional Education, High Risk Students, High School Equivalency Programs, Juvenile Justice, Literacy, *Personal Narratives, Student Motivation, Writing Instruction, Writing Skills

Identifiers—General Educational Development Tests

A practicum aimed to improve the basic literacy skills of juvenile delinquents in a county jail by using relevant experiences as the basis of learning. Two corollary aims were to increase the number of high school diplomas generated through the General Educational Development (GED) test, and prepare students to function in the outside world. Students shared relevant experiences with other students. From this discussion a vocabulary list was generated that was used for reading and spelling. Students then wrote out on paper what they had shared with the group and submitted it for review and correction. Students then revised the work before typing it on the computer. Students shared the completed writing with the teacher and fellow classmates. Students produced poetry, personal stories, letters to the judge, and GED essays. Outcomes of the practicum were positive. Although the correctional facility posed unique problems, objectives were met. Students produced original papers based on relevant experiences; six of the seven students passed the GED; and the data showed improvement in basic literacy skills. In addition, the practicum demonstrated that: (1) students in correctional facilities can take responsibility for their own learning; (2) literacy is based in culture and related through relevant experience; (3) technology is a motivating factor in student learning; and (4) peer tutoring is beneficial for tutors, tutees, and teachers. (Three tables of data are included; 34 references, 4 tables of test score data, survey instruments, and samples of student writing are attached.) (Author/RS)

ED 336 720 CS 010 696

Radziewicz, Rose Mary

An Analysis of Pennsylvania's Test for Essential Learning Skills.

Pub Date—90

Note—212p.; Ed.D. Dissertation, Lehigh University.

Pub Type—Dissertations/Theses - Doctoral Dissertations (041)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—Data Analysis, Elementary Education, Evaluation Research, Grade 3, Grade 5, *Minimum Competency Testing, *Racial Differences, *Reading Achievement, *Sex Differences, *Socioeconomic Status, Test Bias

Identifiers—Education Consolidation Improvement Act Chapter 1, Pennsylvania, *Test for Essential Learning Skills PA

A dissertation-study focused on 210,305 non-categorical third and fifth grade reading results of the 1987 Pennsylvania Test for Essential Learning Skills (TELS). The data given by the Pennsylvania Department of Education was analyzed through descriptive statistics for the following purposes: (1) to determine a difference and a magnitude of a difference between reading assessment scores and those at or below a cut-score according to race, gender, and socioeconomic status; and (2) to determine a

difference and a magnitude of a difference between reading assessment scores at or below a cut-score of students who are also in the Educational Consolidation and Improvement Act (ECIA) Chapter 1 according to race, gender and socioeconomic status. Major findings were that with or without ECIA Chapter 1, Blacks and Hispanics ranked consistently below all other racial groups in reading. Twice as many Orientals, Blacks and Hispanics failed the TELS reading test as compared to the same racial groups with ECIA Chapter 1. Those with greater amounts of newspapers, magazines, and books in the home had higher reading scores. Gender differences were also found in the study. (Sixty-six tables of data are included; 115 references are attached.) (Author/PRA)

ED 336 721 CS 010 698

Johnson, Linda J.

Increasing the Reading Proficiency of Chapter 1 Third Grade Students by Improving Long Vowel Skills.

Pub Date—Nov 90

Note—63p.; M.S. Practicum, Nova University.

Pub Type—Dissertations/Theses - Practicum Papers (043)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Decoding (Reading), Disadvantaged Youth, Grade 3, High Risk Students, *Phonics, Primary Education, *Reading Instruction, *Vowels

Identifiers—Education Consolidation Improvement Act Chapter 1, Florida, Hispanic American Students

A practicum implemented an 8-week reading program designed to correct a long vowel skill deficit (CVVC and CVCe) in 11 third grade students of an inner city, predominantly Hispanic elementary school. The main strategy was inductive instruction wherein the skill is introduced so that students discover what they need to learn, thereby increasing internalization of the material. In addition, the approach provided opportunities for skill application, follow-up, and reinforcement. After implementation, the results from an informal, teacher-made test indicated some improvement which could increase the target populations' ability to apply previously learned skills to new reading situations. Results suggest that the approach could be successful if utilized within a longer timeframe. (Fourteen appendixes including sample homework, independent activity pages, assessment forms, and an implementation plan are attached.) (PRA)

ED 336 722 CS 010 700

Williams, Trevor

IEA Reading Literacy Study—Policy Issues: National and International Perspectives.

Pub Date—Apr 91

Note—25p.; Paper presented at the Annual Meeting of the American Educational Research Association (72nd, Chicago, IL, April 3-7, 1991).

Pub Type—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Educational Research, Elementary Secondary Education, Higher Education, *Literacy, *National Surveys, *Reading Achievement, *Research Design, *Research Methodology, Student Evaluation

Identifiers—*International Assn Evaluation Educ Achievement, *United States

Mainly describing research methodology, this paper outlines an analysis and reporting strategy for the United States national analyses of reading literacy. The first section of the paper is a brief description of the IEA Reading Literacy study and the issues it seeks to answer, along with an outline of three constraints which condition the development of an analysis and reporting strategy. The second section raises issues about the specification of the audience for the findings of the study, and about the nature of the reporting most suitable for this audience. The third section outlines the kind of theoretical/substantive decisions that must be made before analyses can begin, decisions about constructs and models, and presents the IEA Reading Literacy model. The fourth section provides a discussion concerning the presentation of descriptive statistics from the study, and proposes a methodology for reporting multivariate statistics in a form acceptable to a general audience. The fifth section outlines a reporting strategy designed to make the findings of the study accessible to a general audience. The last section provides an outline of the structure and substance of the first United States national report.

(RS)

ED 336 723 CS 010 702

Hanachek, Alice L.

Enhancing Comprehension through the Development of Strategies for Reading, Learning, and Remembering.

Pub Date—[91]

Note—21p.

Pub Type—Opinion Papers (120) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Brain Hemisphere Functions, Elementary Secondary Education, Higher Education, *Learning Processes, *Learning Strategies, *Memory, *Mnemonics, Visualization

Identifiers—Brain Functions

Reading is fundamental to learning. Vital to learning is memory, which is the mental faculty used to retrieve what was read and understood. The human brain is about the size of a grapefruit and weighs about as much as a head of cabbage. The cerebral cortex is a kind of problem-solving and memorizing device. The hippocampus plays a critically important role in placing new memories in storage. Neurons transmit electrical signals along their length and synapses are the basis of memory storage. Memory consists of a number of interconnected systems, working together to perform different functions. The process of memory can be broken into recognition, image or information storage, and recall. When the qualities of both brain hemispheres are integrated and used collectively, learning and comprehension are enhanced. Much thinking and remembering is based on a fairly simple associative process. Short-term memory span is limited to the number of chunks of verbal information that it can hold. Images are traditionally divided into imagination images and memory images. There are four general categories for mnemonics: new words, creative sentences, rhymes and songs, and special systems. A "peg" system is a way to help memorize and retain information from a list that must be learned in a specific sequence. Educators would be wise to use kinesthetic tactile memory (muscle memory) more effectively in their teaching, as it far surpasses auditory or visual learning for long-term recall. The human brain has amazing powers and students and educators must not waste this invaluable resource. (Twenty-seven references are attached.) (RS)

ED 336 724 CS 010 705

Hatch, J. Amos

Out from between a Rock and a Hard Place: Whole Language in Tennessee.

Pub Date—May 91

Note—12p.; Paper presented at the Annual Meeting of the International Reading Association (36th, Las Vegas, NV, May 6-10, 1991).

Pub Type—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Basal Reading, Classroom Environment, Educational Change, Elementary Education, Higher Education, *Inservice Teacher Education, Pilot Projects, Teacher Role, *Whole Language Approach

Identifiers—Tennessee

The Whole Language Pilot Project in Tennessee was designed to respect teachers' judgments, to assume that their current practices are effective given the circumstances in which they work, and to offer whole language principles and practices as alternatives for teachers' consideration. The major vehicle for helping teachers understand whole language possibilities was a series of monthly teleconferences broadcast over satellite television during the 1989-90 school year. Participation in the pilot project was voluntary, and 40 schools chose to sign on as pilot schools. Faculties from other schools also viewed the broadcasts, bringing the total number of educators participating in the year-long project to over 1,300. The project's approach concerning basals was to help teachers conceptualize a continuum of possible uses for their basals, then to encourage them to reflect on the outcomes they desire and to select from possible uses based on what they wish to accomplish. The project suggested to teachers that there are many advantages to moving in the direction of using more flexible (rather than structured) classroom time and a wide variety of options for grouping children. The project offered teachers a broadened perspective on skills instruction and evaluation that attempted to balance principles of whole language with concerns for skill mastery. A continuum of strategies (incidental teaching, unit

teaching, strategic teaching and direct teaching) was presented to teachers. Teachers were encouraged to make active decisions based on their best professional judgment about what was taught, when, and how. Treating whole language learning among professional educators as a transaction rather than as a one-way transmission reduces the chances of placing teachers between a rock and a hard place. (RS)

ED 336 725 CS 010 706

Ediger, Marlow
Reading on Higher Education Level.
Pub Date—91
Note—8p.

Pub Type—Opinion Papers (120)
EDRS Price—MF01/PC01 Plus Postage.
Descriptors—*College Students, *Critical Reading, Higher Education, Reading Comprehension, *Reading Improvement, *Reading Processes, *Reading Skills, Reading Strategies
Identifiers—Strategic Reading

One reason that university students fail to achieve optimally in course work is their lack of reading skills. The higher education student needs to achieve skills appropriate to the involved task in reading. Through diagnosis, it is possible to ascertain weak links in the reading achievement of students. For students to achieve optimally from reading activities in the university curriculum they must develop the following reading skills: (1) reading for securing generalizations; (2) reading to analyze ideas; (3) reading to solve problems; and (4) reading to develop creative thought. (PRA)

ED 336 726 CS 010 707

Reading and Thinking: A New Framework for Comprehension.
Massachusetts State Dept. of Education, Boston.
Pub Date—May 87
Note—44p.; Massachusetts Educational Assessment Program.

Pub Type—Guides - Classroom - Teacher (052)
EDRS Price—MF01/PC02 Plus Postage.
Descriptors—*Critical Thinking, Elementary Secondary Education, Lesson Plans, *Reading Comprehension, Reading Material Selection, Reading Tests, State Curriculum Guides, *Thinking Skills
Identifiers—Massachusetts

Using a conceptualization of good thinking that is general and has application in all fields of study as the basis for a conceptualization of good reading, this booklet presents a case for the use of a critical thinking framework to define the domain of reading objectives, skills, or questions. The booklet's first section, "A New Framework for Reading Objectives," discusses thinking and reading, traditional reading comprehension objectives, current views of reading comprehension, why use a critical thinking perspective for reading should be used, and a critical thinking framework for reading comprehension. The second section, "Sample Reading Materials and Ideas for Lessons," presents and discusses four sample reading passages as well as ideas for questions and lessons based on them. The booklet's third section, "Measuring the Skills," offers sample questions pertaining to the four sample passages which deal with analyzing text, evaluation ideas, and extending meaning. (RS)

ED 336 727 CS 010 709

Brown, Jessie
A Personalized Reading Approach for At-Risk Middle School Students.
Pub Date—May 91

Note—14p.; Paper presented at the Annual Meeting of the International Reading Association (36th, Las Vegas, NV, May 6-10, 1991).
Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price—MF01/PC01 Plus Postage.
Descriptors—Adolescents, *High Risk Students, *Instructional Effectiveness, Intermediate Grades, Junior High Schools, Middle Schools, *Reading Attitudes, *Reading Programs, Reading Research, *Reading Skills, Resident Camp Programs, *Self Esteem, Summer Programs, Whole Language Approach

Identifiers—African Americans, *Middle School Students, South Carolina

Three studies determined if the Summer Step reading program (a residential camping program implemented on the campus of Camp Baskerville Episcopal Outreach of Pawleys Island, South Carolina, using a personalized, contextualized reading approach) was effective, if children's self-esteem was enhanced by participation in the program, and if the

students' attitudes toward reading improved. Sixty-seven boys and 52 girls participated in the reading study; 70 boys and 61 girls participated in the self-esteem study; and 69 boys and 55 girls participated in the attitude study. Approximately 90% of the children were considered high risk students for academic school failure. The residential camping program for adolescent age, predominantly African-American girls and boys lasted 3 weeks for girls and 4 weeks for boys. The emphasis for the reading program was keeping language whole and integrating all of the language processes through the use of the language and experience of the students. Subjects completed pre- and post-tests. A self-concept scale was administered to subjects in the self-esteem study. A Likert test to determine reading attitude was written by the researchers and administered as pre- and post-tests. Results indicated that: (1) students learned the comprehension skills of main idea, contextual vocabulary, detail, and sequencing; (2) students' self-esteem improved; and (3) students' attitudes toward reading improved significantly. (Three figures of data are attached.) (RS)

ED 336 728 CS 010 710

Morton, Johnny L.
What Teachers Want To Know about Portfolio Assessment.
Pub Date—[91]

Note—8p.
Pub Type—Guides - Classroom - Teacher (052)
EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Elementary Education, Informal Assessment, Literacy, *Portfolios (Background Materials), *Student Evaluation, Teacher Role, *Whole Language Approach

Based on questions asked by teachers in classes, workshops, and conference sessions, this paper provides brief answers to eight of the most frequently asked questions about portfolio assessment. The questions answered in the paper are: (1) What is a portfolio?; (2) What should be put in the portfolio?; (3) How much should be put in the portfolio?; (4) How do I find time for portfolios?; (5) Are checklists available?; (6) How can I give letter grades if I use portfolio assessment?; (7) How do I start a portfolio?; and (8) How can I communicate to parents and administrators? The paper concludes by stating that portfolio assessment is an evolving concept and that teachers must continue to experiment, talk to other teachers who use portfolios, and read professional journals in a continuing effort to develop meaningful, acceptable literacy assessment. (RS)

ED 336 729 CS 010 715

Milobar, Deirdre And Others
Does a Connected Series Make a Difference? "Curious George" Revisited!
Pub Date—May 91

Note—12p.; Paper presented at the Annual Meeting of the International Reading Association (36th, Las Vegas, NV, May 6-10, 1991).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price—MF01/PC01 Plus Postage.
Descriptors—*Childrens Literature, Grade 3, *Instructional Effectiveness, Primary Education, *Reading Instruction, Reading Material Selection, Reading Research, Reading Strategies
Identifiers—*Assisted Reading Instruction, Education Consolidation Improvement Act Chapter 1, Literature Based Reading Programs

A study examined the effectiveness of a literature based reading strategy used in a Chapter 1 setting, using a series of books with a familiar character. Subjects, 36 third-grade students in a Chapter 1 reading program at 5 different schools representing a variety of socio-economic backgrounds, were divided into control and experimental groups both using the "assisted reading strategy" (consisting of neurological impress, reading aloud, retelling of stories, vocabulary development, and creative writing) and a literature based reading program. Subjects in the experimental group used the "Curious George" series of books. The instruction lasted for 30 thirty-minute sessions. Pre- and posttest consisted of the Gates MacGinitie Form C Reading Comprehension test, the Slosson Word Recognition Test, and the Botel Word Opposites. Results indicated that all students made considerable gains but that students in the experimental group did not do significantly better than those in the control group. Findings suggest that using a connected series of books may enhance interest and enthusiasm but will not necessarily accelerate student progress. (RS)

ED 336 730 CS 010 717

Clemmons, Joan And Others
Engaging the Learner in Whole Literacy: An Immersion Approach.
Pub Date—9 May 91

Note—74p.; Workshop presented at the Annual Meeting of the International Reading Association (36th, Las Vegas, NV, May 6-10, 1991).

Pub Type—Speeches/Meeting Papers (150) — Guides - Classroom - Teacher (052) — Guides - Non-Classroom (055)

EDRS Price—MF01/PC03 Plus Postage.
Descriptors—Administrator Role, Curriculum Design, Elementary Education, *Holistic Approach, *Instructional Improvement, Integrated Curriculum, *Interdisciplinary Approach, *Language Arts, Literacy, *Portfolios (Background Materials), Teacher Developed Materials, Thematic Approach, *Unified Studies Curriculum

This collection of administrative, planning, and teaching materials focuses on an immersion approach to engaging learners in whole literacy. The collection's 6 sections are as follows: (1) Role of the Administrator (Mary Dill); (2) Role of the Reading Teacher (Carleen Payne); (3) Batteries and Bulbs (DonnaLynn Estes); (4) Bears (Lois Laase); (5) American Colonization and Revolution (Joan Clemmons); and (6) Portfolios (DonnaLynn Estes and others). Sections 3, 4, and 5 are interdisciplinary teaching units on the topics noted, each containing planning webs, unit descriptions and objectives, learning activities, and suggested books. An appendix contains worksheets, diagrams, and charts for learning activities. (SR)

ED 336 731 CS 010 718

Logan, Sheril And Others
Preteaching versus Reteaching in Chapter 1 Reading.
Wichita Public Schools, Kans.
Pub Date—May 91

Note—33p.; Paper presented at the Annual Meeting of the International Reading Association (36th, Las Vegas, NV, May 6-10, 1991).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price—MF01/PC02 Plus Postage.
Descriptors—Elementary Education, Inservice Teacher Education, *Instructional Effectiveness, *Integrated Curriculum, Program Descriptions, *Reading Instruction, *Reading Programs

Identifiers—*Education Consolidation Improvement Act Chapter 1, Wichita Public Schools KS
Focusing on the change in instructional emphasis from remedial (re-teaching) to developmental (pre-teaching), this paper describes the Chapter 1 reading program in the Wichita (Kansas) Public Schools during the school years 1990-1991 and 1991-1992. This paper includes: diagrams describing the new agenda for an integrated language arts curriculum; materials aimed at helping teachers get their students involved in reading; descriptions of alternatives to conventional reading instruction; figures representing the "cluster" approach to literature discussion; progress reports for classroom and home use; and calendars of inservice teacher education activities. The paper concludes with a report of performance on standardized tests, showing program objectives achieved for both basic and advanced reading skills. Three graphs and a table are included. (RS)

ED 336 732 CS 010 719

Raphael, Taffy E. And Others
Reading Instruction Reconsidered: Literature and Discussion in the Reading Program. Elementary Subjects Center Series No. 47.

Center for the Learning and Teaching of Elementary Subjects, East Lansing, MI.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—Sep 91
Contract—G0098C0226

Note—52p.
Available from—Institute for Research on Teaching, 252 Erickson Hall, Michigan State University, East Lansing, MI 48824-1034 (\$4.00).

Pub Type—Reports - Descriptive (141)

EDRS Price—MF01/PC03 Plus Postage.
Descriptors—Classroom Research, *Discussion (Teaching Technique), Elementary Education, Program Descriptions, *Reading Instruction, Reading Writing Relationship

Identifiers—*Book Clubs, Literature Based Reading Programs, Student Led Activities

The Book Club Project of the Center for the Learning and Teaching of Elementary Subjects is a 3-year line of research exploring the intersection of literature-based reading instruction and the role of student-led response groups. This work is in response to a current trend of creating authentic literacy opportunities in classrooms, reading original literature rather than stories with controlled vocabulary, and reading entire selections rather than excerpts. The research was a collaborative effort among senior researchers, graduate assistants, and classroom teachers to explore the issues related to literature-based instruction, and to create a meaningful environment in which students' abilities both to read and to talk about literature and related topics would be enhanced. The broadest question was: How might literature-based instruction be created to encompass instruction in both comprehension and literature response? This question spawned a number of related questions, including the following: What is the nature of classroom talk and students' perceptions about discussion? What are the interrelationships among reading, writing, and talk? What characterizes literature-based instruction and discussion in nonmainstream classrooms? Perhaps the most important result from the studies to date is the information learned about students' understandings about literacy. Reading became more than a place to read silently, say all the words right, and correctly answer the questions. (Eleven figures and extensive transcriptions of student discussions are included; 41 references are attached.) (Author/RS)

ED 336 733 CS 010 720

Lazarus, Lisa J.
Introducing the Classics to Reluctant Readers.

Pub Date—May 91
Note—8p; Paper presented at the Annual Meeting of the International Reading Association (36th, Las Vegas, NV, May 6-10, 1991).

Pub Type—Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Class Activities, *English Instruction, Grade 8, Junior High Schools, *Literature Appreciation, Reading Attitudes, *Student Attitudes
Identifiers—*Classics (Literature), Trade Books

Using the pocket classics can be a painless way to introduce the classics to eighth-grade students. Condensed versions of the classics can take the sting out of the reading, stimulate students' interest, and help prepare them for high school. To offer students in one eighth-grade class some control over their own learning, a contract system was used in which each student agreed to do the amount of work they were willing to do over the 3-week period. A day's lesson consisted of a short biographical sketch about a classical author, and then silent reading. Once a week an excerpt of a classical film was shown. Additional exposure to the classics can be planned at Halloween (reading horror stories by Edgar Allan Poe) or in conjunction with other units (producing a radio play version of Jules Verne's "Around the World in Eighty Days" to accompany a unit on the history of flight). After studying classical mysteries (Sherlock Holmes, Agatha Christie, or those by Edgar Allan Poe), students can write their own mini-mysteries. Using some imagination, material for a classical unit is everywhere. Students are enthusiastic, derive a sense of accomplishment, and sometimes find the dilemmas of their own lives reflected in the classics. (SR)

ED 336 734 CS 010 721

Bravi, Gerald D. And Others

Reading/Writing Immersion: A Decision Making Literacy Development Project: Teacher Interviews. Year Two.

Manitoba Univ., Winnipeg. Faculty of Education. Spons Agency—Manitoba Dept. of Education and Training, Winnipeg; Saint James-Assiniboia School Div. Number 2, Winnipeg (Manitoba); Winnipeg School Div. Number 1, Manitoba (Canada).

Pub Date—31 May 91
Note—54p; For earlier reports in this project, see ED 327 845 and ED 329 908.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Attitude Measures, Early Intervention, Foreign Countries, Grade 1, *High Risk Students, Interviews, Primary Education, Program Evaluation, *Reading Instruction, *Teacher Attitudes, *Writing Instruction
Identifiers—Manitoba (Winnipeg), *Teacher Surveys

A study evaluated the effectiveness of the second year of the first-grade teachers in becoming more effective at working with students who are at-risk of failing to develop the reading and writing performance expectancies the teachers held for them. Subjects, a first-grade teacher and a resource teacher from each of 4 schools in Winnipeg, Manitoba, Canada, responded to a 15-question survey administered one-to-one concerning the processes used to accomplish the goals stipulated for Year Two of the project. Interview data were organized into 10 topic areas: (1) meetings; (2) professional skills; (3) university personnel; (4) inner city initiative and principal support; (5) classroom teacher-resource teacher relationships; (6) R/WI classroom activities; (7) R/WI expansion activities; (8) student progress; (9) school and classroom conditions needing change or improvement; and (10) continuation of the project. Results indicated that while there were some minor problems in the project, overall it was a success. Thirty recommendations were presented based on the interview data. (The teacher interview instrument is attached.) (RS)

ED 336 735 CS 010 723

Rasinski, Timothy V., Ed. And Others
Reading Is Knowledge: Thirteenth Yearbook of the College Reading Association, 1991.

College Reading Association.
Pub Date—91

Note—181p; For volume 12, see ED 324 639.
Pub Type—Collected Works - General (020)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—Elementary Secondary Education, Higher Education, *Inservice Teacher Education, *Literacy, Parent Participation, *Preservice Teacher Education, *Reading Attitudes, Reading Centers, *Reading Instruction, Reading Programs, *Reading Strategies, Student Evaluation, Whole Language Approach

Identifiers—Family Literacy, Reading Theories

This 1991 yearbook contains five sections: (1) Knowing about College and Adult Literacy; (2) Knowing about Home and Community Literacy; (3) Knowing about Literacy Instruction; (4) Knowing about Teacher Education in Literacy; (5) and Knowing about Teacher Education in the Content Areas. The following articles are included: "Program Evaluation: The Politics of Developmental Reading" (Donna L. Mealey); "Do College Students Who Plan before Writing Score Better on Essay Exams?" (M. K. Gills and Mary W. Olson); "College Students' Reading Assessment: Are We Surveying or Diagnosing?" (Cindy Gillespie); "Activating Implicit Theories of Reading: A Metacognitive Approach" (M. Cecil Smith); "Language Experience in a Family Literacy Project" (Elinor P. Ross); "Home Literacy Practices of Parents Whose Children Are Enrolled in a Whole Language Kindergarten" (Timothy V. Rasinski and others); "Parental Involvement through Workshops" (Nancy B. Masztal); "Case-Based Instruction and Learning: An Interdisciplinary Project" (Marino C. Alvarez and others); "Reading Perceptions of Urban Second Graders" (Elizabeth G. Sturtevant and others); "Join the Club! A New Approach to the Traditional Reading Clinic" (Rebecca F. Carwile and Karen L. Parker); "Second Grade Urban Students' Attitudes toward Reading" (Wayne M. Linek and others); "Video-Based CASE Analysis to Enhance Teacher Preparation" (Victoria J. Risko and others); "A Descriptive Study of the Reflective Statements of Preservice Teachers" (Barbara J. Walker); "Do As I Say, Not As I Do—Teacher Education" (Linda A. Packman); "Developing a Meaningful Early Field Experience for Reading Methods Courses" (William Earl Smith); "Perceptions of Preservice and Inservice Teachers Regarding Test-Taking Procedures and Test-Wisdom Programs" (Jerry L. Johns and Susan J. Davis); "Whole Language Collaboration Project: Three Case Studies to Represent Change" (Grace M. Shepperson and Robert J. Nisler); "Whole Language and Changing Language Arts Instruction: A National Survey" (Patricia K. Smith and others); "Theoretical Orientation of British Infant School Teachers" (Janet A. Miller); "A Model for Teaching Content Area Reading Strategies to Preservice Teachers" (Victoria G. Ridgeway and others); "Attitudes toward Teaching Reading in the Content Areas: A Correlational Study" (Cindy Gillespie and Nancy Clements); "Exchanging Places: College to High School Classroom" (Judy S. Richardson); and "Making Links: Reading across the Curriculum Workshops for Content Area Faculty" (Anne R. Friedman). (RS)

ED 336 736

DeBoer, June

CS 010 724

The Response of Fifth Grade Low Achievers to Literature-Based Reading Instruction through Whole Class and Heterogeneous Arrangements.

Pub Date—23 Aug 91

Note—143p; Course requirements, College of Education, Michigan State University. One page in Appendix KK may not reproduce well.

Pub Type—Dissertations/Theses - Undetermined (040)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—*Childrens Literature, Grade 5, Intermediate Grades, *Low Achievement, Metacognition, Reading Achievement, *Reading Attitudes, *Reading Comprehension, *Reading Programs, Reading Research, *Whole Language Approach
Identifiers—Literature Based Reading Programs, Michigan, Michigan State University

An action research project studied the attitudes and achievement of low-achieving fifth-grade students after participating in a 1-year heterogeneously grouped, literature-based reading program. The project explored the changes in student attitudes towards reading, and changes in students' knowledge in comprehension and vocabulary development. Eight fifth-graders from a Christian school in Michigan were evaluated through a pre and post student achievement test; a pre and post student attitude questionnaire, student comments, parental comments and diary, and a pre and post Houghton Mifflin basal grade equivalent skills test required by the principal of the school. Results indicated that the attitudes of low achievers towards reading were more positive after the treatment. The low achievers were more motivated to read, and the reading achievement scores indicated a gain in both vocabulary and comprehension. Results suggest that the attitudes and achievement of the low achievers can increase while participating in a heterogeneously grouped literature-based reading program with instruction that directly instructs them to monitor their own metacognition. Low achievers can benefit from exposure to children's literature to motivate them to read. Through direct instruction of comprehensive strategies, low achievers can learn to monitor their own comprehension. While participating in heterogeneous groups, differences are minimized. (Author/PRA)

ED 336 737 CS 010 725

Unrau, Norman J.

The Effects of Explicit Instruction on Critical Reading and Argumentative Writing: The TASK of Reading and Writing.

Pub Date—Apr 91

Note—61p; Paper presented at the Annual Meeting of the American Educational Research Association (72nd, Chicago, IL, April 3-7, 1991).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Critical Reading, *Critical Thinking, Grade 11, High Schools, *Persuasive Discourse, Reading Research, *Reading Strategies, Writing Research, *Writing Strategies

Identifiers—San Francisco Unified School District CA, *Thesis Analysis and Synthesis Key

A study investigated the impact of a procedure called Thesis Analysis and Synthesis Key (TASK), which was embedded in a curriculum designed to help high school students read and write arguments. Subjects, 120 11th-graders in San Francisco were instructed in argumentation under 3 conditions. Their gains in the ability to read arguments were measured with adaptations of the Ennis-Weir Essay Test of Critical Thinking; their gains in the ability to write arguments were measured by holistic scores. Results indicated that in reading arguments, students who received instruction in TASK demonstrated statistically significant improvement. In writing arguments, only those students given TASK in a cooperative learning environment made significant gains in holistic scores when direct comparisons of treatments were made. However, the pre-to-post holistic scores of students in both TASK conditions showed significant gains. In both the reading and writing of arguments, low achieving readers receiving TASK made significantly greater gains than their low achieving counterparts in the control treatment, indicating that facilitators like TASK help students to improve in both the reading and writing of arguments. (Ten tables of data and a figure are included; an appendix contains the thesis analysis and synthesis key.) (Author/PRA)

ED 336 738

Zawacki, Terry Myers
A Personal Essay.
Pub Date—Mar 91

Note—13p; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (42nd, Boston, MA, March 21-23, 1991).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Freshman Composition, Higher Education, *Personal Narratives, *Writing (Composition), *Writing Processes

Identifiers—Academic Discourse, Personal Writing

The personal essay does not rely on the straight, even rows of a carefully laid out vegetable garden, on strings pulled tight to connect beginnings to ends. Instead it meanders, pulls from here and there, thinks out loud, asks questions, and proceeds leisurely through disconnections to make connections, as an ever-changing flower garden in which flowers grow where they were not planted, escaping their borders, refusing to be orderly. The personal essay course might be an alternative to freshmen-level courses which instruct students in the practice of constructing clear rational arguments—a place to think about alternatives to traditional academic discourse and even to consider "women's ways of knowing." There is no place to acknowledge personal context in the modern academic essay, which demands that one put aside feelings, intuitions, and experiences and instead somehow stand outside one's self and reason objectively and impersonally. Rather than trying to discover what makes a written voice distinctly a "woman's" or a "man's," writers and educators might instead look at the personal essay as a composition of self and literary form—which will allow multiple voices to be heard. By its very nature and genus, the personal essay is open to diverse structures; it invites conversation, and allows the writer to think, observe, and reflect at leisure. (RS)

ED 336 739

Draper, Virginia

Can Writing Programs Change the University?
Change from the Margins.

Pub Date—22 Mar 91

Note—7p; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (42nd, Boston, MA, March 21-23, 1991).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College Faculty, Educational Change, Higher Education, Instructional Improvement, *Teacher Attitudes, *Writing Across the Curriculum, *Writing Assignments, *Writing Improvement

A writing across the curriculum coordinator considers it part of her job to help faculty assist students to write better. She helps faculty that she is available to do workshops for teaching assistants, to help design sequenced assignments, and to meet with students to set up effective peer response groups. A sociology professor sought her out already in mid-quarter to help his 200 students with an assignment to write a 10-page socio-political autobiography. Convincing the professor of the assignment's inherent difficulties was not easy, just as it was not easy to convince a teacher of Russian literature that a "handout" did not exist that would help her students make their writing more readable. Many faculty members cannot or will not talk about writing with students because in the highly competitive world of publish or perish they perhaps have a professional interest in keeping their own struggles secret. Others do not engage in such conversations because they have always written easily—the rhetorics of their disciplines are not problematic to them. One way to get students to discuss writing with their students is to get teachers to ask for what they need. In other words, teach the students strategies for initiating, shaping, and focusing responses to their papers, so that they can get out of readers what they need to know to become better writers. (PRA)

ED 336 740

Meredith, Donna S.

Modifications to the English Curriculum To Produce Improved SAT Verbal Scores in Advanced Tenth Grade Students.

Pub Date—Jun 91

R1E FEB 1992

CS 212 896

Note—74p; Educational Specialist Practicum, Nova University.

Pub Type—Dissertations/Theses - Practicum Papers (043)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Advanced Students, *Curriculum Development, *English Curriculum, Grade 10, High Schools, *Test Coaching, *Verbal Ability Identifiers—Georgia, High School Sophomores, *Scholastic Aptitude Test

A practicum addressed the high percentage of high-level high school students not making minimum Scholastic Aptitude Test (SAT) verbal scores required by area colleges for placement in regular college course work. Two advanced sophomore English classes received 12 weeks of instruction with five components, including the use of: (1) the College Board's booklet, "Taking the SAT"; (2) a commercially prepared SAT preparation book; (3) teacher-made worksheets to strengthen vocabulary, reasoning, and reading comprehension skills; (4) a computer program used in groups of three or four students; and (5) a game format for motivation. Students were pre- and posttested with SATs and with teacher-made tests on reading comprehension. Students achieved SAT average verbal gains of 16.8 points. Those scoring under 400 on the pretest gained an average of 45.4 points. Students also showed small increases in ability to answer reading comprehension questions. Findings suggest that modifications to the English curriculum can produce modest gains in SAT verbal scores, particularly in low scores. (Twenty-five references, a 30-item bibliography, and appendices containing the midcourse reading comprehension test and the reading comprehension posttest are attached.) (SR)

ED 336 741

Igelsrud, Karen

Enhancing Long-Term Retention of New Vocabulary Using Visual Images.

Pub Date—Aug 91

Note—64p; M.S. Practicum, Nova University.

Pub Type—Dissertations/Theses - Practicum Papers (043)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Grade 7, Junior High Schools, Language Arts, *Long Term Memory, *Retention (Psychology), *Visualization, *Vocabulary Development, Vocabulary Skills

Identifiers—Florida

A practicum used a new learning tool to enhance long-term retention of new vocabulary. Sixteen seventh-graders in Language Arts, who had a long-term retention mean score of approximately 40% of newly learned vocabulary, increased their long-term retention of new vocabulary by 25% (a new mean of 65% of new vocabulary). Additional objectives included enhanced short-term retention, increased ability to work with synonyms and antonyms, and student exploration and appreciation of an additional study technique. Students completed a dictionary sheet to include the new vocabulary word, a definition, two written contextual applications, synonyms, antonyms, derivatives, and additionally a visual image drawn by the student to capture the essence of the word. The visual image was the key to the practicum, since it was believed that conceptualization and creation of this image would allow students the deep processing necessary for long-term retention. Students in the target group had an improvement mean of 24.8%. All students showed improvement in long-term retention. Scores for short-term retention were scattered and offered no clear correlation with the production of the dictionaries. Students increased their ability to work with synonyms and antonyms, and viewed the experience of using visual images as helpful to the learning process. (One table of data is included; appendices include charts of student progress, sample exams, student data, and sample dictionaries.) (SR)

ED 336 742

Martin, Kimberly Bartels

A Descriptive View of the Portrayal of Jewish and Christian Lifestyles in Award-Winning Children's Books from 1960 to 1990 Using Content Analysis.

Pub Date—Dec 90

Note—54p; M.A. Thesis, Ball State University.

Pub Type—Dissertations/Theses - Masters Theses (042)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Books, *Children's Literature, *Christianity, Content Analysis, Elementary Secondary Education, *Judaism, *Religious Factors

Identifiers—*Newbery Award, Text Factors, Thematic Analysis

A study used content analysis to examine the extent to which Jewish and Christian lifestyles were portrayed in 62 children's books of accepted literary worth. For each year from 1960 to 1990, the Newbery Award-winning book and one Newbery honor book were examined. A content analysis of 13 action categories found that the 5 most common actions were: (1) compassionate/charitable deeds; (2) telling others about God; (3) prayer; (4) worship attendance; and (5) reading the Bible. No significant change in the frequency of the 13 actions was found over time. However, Jewish and Christian lifestyles were portrayed only nominally in the Newbery books. The sample distribution showed that 65% of the sampled books contained fewer than the mean of 4.9 actions per 100 pages. Only six books contained strong Jewish or Christian characters—main characters whose faith in God was portrayed as playing an important role in everyday life. Jewish characters of any kind (prominent or obscure) were found in only three books. Of the 8 books that contained more than 10 actions per 100 pages, only one was about people in a contemporary setting. Some books contained a large number of actions contrary to Judeo-Christian lifestyles. Other studies have asserted that multicultural literature should be preferred because children need positive exposure to all cultures. This study concludes that portrayal of the cultures of committed Christians and Jews has not been common of the Newbery books since at least 1960. (Fourteen references and an appendix—containing Newbery award guidelines and the coding sheet used in the study—are attached.) (Author/SR)

ED 336 743

Raphael, Taffy E. And Others

Teaching Literacy through Student Book Clubs: A

First-Year Teacher's Experience. Elementary Subjects Center Series No. 41.

Center for the Learning and Teaching of Elementary Subjects, East Lansing, MI.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—Aug 91

Contract—G0098C0226

Note—33p.

Available from—Center for the Learning and Teaching of Elementary Subjects, Institute for Research on Teaching, 252 Erickson Hall, Michigan State University, East Lansing, MI 48824-1034 (\$3.00).

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Children's Literature, Classroom Research, Cooperative Learning, *Discussion Groups, Grade 4, Grade 5, Intermediate Grades, Literacy, *Literature Appreciation, *Reading Comprehension, Reading Writing Relationship, Student Motivation, *Whole Language Approach

Identifiers—*Book Clubs, Collaborative Learning, Response to Literature

This paper describes the experience of a fourth- and fifth-grade, first-year teacher's participation in the Book Club Project of the Center for the Learning and Teaching of Elementary Subjects. The Book Club included the use of high-quality children's literature, opportunities for response to literature in multiple ways, and instruction that focused on different ways to develop an appreciation for experiences with literature. The paper first describes the four components that make up the Book Club program: reading, writing, discussion (i.e., student-led small-group and whole-class), and instruction. The paper then focuses on a 6-week folktale unit, using the unit as the context for discussing the issues faced by the teacher in moving toward a literature-based instructional approach, the needs of the students, and how their instructional support helped facilitate their growth with both comprehension strategy use and with response to the literature they read. Students' growth is described in terms of "what to share" during their student-led discussions and "how to share it." Transcripts of students' small group discussions or Book Clubs are used to provide a window into their interactions around the literature selections read, while samples of students' writing and drawings are used to reflect individual responses. In addition, transcripts and writing samples are used to describe progress in question-asking, seeking clarification, overall participation, use of personal experiences, and links to other texts. (One figure, 1 table, and 3 teaching ideas are included; 17 references are attached.) (PRA)

ED 336 744 CS 213 007

Walsh, S. M.

Breakthroughs in Composition Instruction: Methods without Evidence of Tangible Improvements in Students' Composition: When Will Change Come?

Pub Date—14 Mar 91

Note—14p.; Paper presented at the Annual Spring Conference of the National Conference of Teachers of English (Indianapolis, IN, March 14-16, 1991).

Pub Type—Speeches/Meeting Papers (150) — Historical Materials (060) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Educational Change, Educational History, Elementary Secondary Education, Higher Education, Teacher Behavior, *Teaching Methods, *Theory Practice Relationship, Traditional Grammar, *Writing (Composition), *Writing Instruction, *Writing Research

Identifiers—*Composition Theory

Throughout the early years of the twentieth century, literacy education was based on the solid understanding of grammar. Yet as early as 1923, empirical data indicated that the link between knowledge of grammar and correct use of English was tenuous at best. Despite formidable evidence, some educators still advocate the use of grammar as a principal form of English language instruction. Noam Chomsky challenged supporters of traditional grammar instruction by advancing an alternative explanation of language development. Better working concepts of sentence length, clause length, and T-units were developed. Sophisticated studies confirmed the legitimacy of sentence combining as a means of developing composition skills. There were further developments in composition research and theory: (1) student composition should be a natural outgrowth of classroom discussions and the reading of literature; (2) students use 2 different approaches to writing, "extensive" and "reflexive"; (3) "free writing" has utility as a composition tool; (4) journal writing can increase the fluency and self awareness of student writers; and (5) theorists and researchers studied the process of writing as well as the product. Yet an expected improvement in writing proficiency scores in the 1980s failed to materialize as composition teachers continued to emphasize grammar and structure at the expense of developing writing skills. Classroom teachers must be made aware that an extraordinary body of well-documented research has value and can contribute to a better way of teaching writing. There is only one way that students will learn to write and that is by writing. (Eighty references are attached.) (RS)

ED 336 745 CS 213 008

Manning, Maryann And Others

Writing Development of Inner City Primary Students: Comparative Effects of a Whole Language and a Skills-Oriented Program.

Pub Date—Nov 90

Note—37p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (New Orleans, November 14-16, 1990).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Comparative Analysis, Conventional Instruction, *Instructional Effectiveness, Longitudinal Studies, Primary Education, Reading Instruction, Spelling Instruction, Urban Education, *Whole Language Approach, *Writing Ability, Writing Instruction, Writing Research

Identifiers—*Writing Development

A study compared the writing development and ideas about writing of students in a whole language program with students in a skills-oriented program from the time they entered kindergarten to the end of the second grade. Subjects were 22 inner city students who completed second grade out of an original kindergarten cohort of 50 minority students who had been randomly divided into a whole language group and a skills-oriented group. Subjects were interviewed regarding their views about writing at the end of each year, had their spelling ability assessed at the end of first and second grade, and had their writing assessed in a variety of ways throughout the 3-year period. Results indicated that students in the whole language group: (1) were better writers; (2) viewed themselves as writers of real texts and had confidence in themselves as writers; and (3) outperformed the skills-oriented students on

measures of spelling achievement. Findings suggest that whole language should be considered as an alternative to skills-oriented instruction in inner city schools. (Fourteen tables of data are included; 14 references are attached.) (RS)

ED 336 746 CS 213 009

Hess, Mary Lou

Making Meaning Together through Literature Circles.

Pub Date—[91]

Note—14p.

Pub Type—Reports - Descriptive (141) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Cooperative Learning, Discussion (Teaching Technique), Grade 5, Grouping (Instructional Purposes), Intermediate Grades, Learner Controlled Instruction, *Reading Instruction, Reading Programs, Special Needs Students, *Teacher Role, Teacher Student Relationship

Identifiers—*Literature Based Reading Programs

A special needs teacher and a fifth-grade teacher developed a literature-based reading program based on the principle that no child, particularly the unskilled, should be excluded from a literature group. The program places a high value on talk and uses heterogeneous grouping of students. Students in the class choose the novels they wish to read and the teachers relate intriguing details of the plots and summarize the beginning of the novels. Students are formed into groups of six to eight according to the novels they choose and are responsible for discussion. Discussion begins each day with a summary provided by one of the students. After discussion, students write entries in their reading logs. While one group discusses, other groups listen to tape recordings of portions of the novel or of their own discussions for (self-evaluation), engage in independent reading, or work on illustrations of a scene from the novel. The teacher's role is to support the functioning of the group, not to dominate or dictate. The most successful discussions are ones in which teachers and students work collaboratively to make meaning. Able readers model reading strategies for less able readers, who contribute astute observations about plot. Literature circles provide students with an opportunity to use talk to question, to respond, and to reflect: the teachers assist the students as they share their reading, compare their interpretations, and learn from each other. (A literature circle discussion checklist is enclosed; 14 references and a list of 10 children's books are attached.) (RS)

ED 336 747 CS 213 010

Knotts, Lester William

Personal Literacy Experience.

Pub Date—Mar 91

Note—11p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (42nd, Boston, MA, March 21-23, 1991). Best available copy.

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Blacks, Cultural Context, Elementary Secondary Education, Higher Education, *Interpersonal Communication, Language Role, *Literacy, Personal Narratives, *Social Bias, *Social Influences

Literacy is inextricably linked to the social context in which literacy is taught, and in which the language is used. Cultural expectations require the use of specific literacies. Who a person is, in terms of a literacy user and a literacy worker are dictated by the culture in which a person chooses to operate. Literacy is not neutral, but an integral part of the society in which it exists, a social construct that may be mastered and used for specific social purposes. A look at the experiences of two generations of a family of working class black Americans shows how literacy can be status-giving, yet bring social ostracism. Literacies acquired from the classroom and from employment were the outcome of cultural transmission, which must occur for the communicator to be considered literate within the culture. Conflicts for a young Black man arose, however, when the literacy acquired in school or through life experience and travel was different from that of his peers, suspending his sense of belonging to that culture. He now wonders who he is, and who his children will be. These experiences attest to the fact that literacy does affect how people participate in their society; social context helps define specific litera-

cies. Autonomous literacy, for example, would not generate the social ostracism experienced by a Black person who is uncomfortable conversing in the black vernacular. This social suspension is evidence that in practice, literacy is deeply embedded in culture. (PRA)

ED 336 748 CS 213 014

Paterson, Katherine

Stick to Reality and a Dream: Celebrating America's Young Readers. A Lecture for the Year of the Young Reader Presented on November 17, 1988 at the Library of Congress. Children's Literature Center Series No. 3.

Library of Congress, Washington, D.C.

Report No.—ISBN-0-8444-0705-4

Pub Date—90

Note—41p.; Publication of the Children's Literature Center.

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Authors, Children, *Children's Literature, *Educational Attitudes, Educational Philosophy, Elementary Education, *Literature Appreciation, *Reading Attitudes, *Social Attitudes, Speeches

Identifiers—Paterson (Katherine)

Arguing that children are not taken seriously in the United States, this lecture states that basic education is not simply computing and decoding, but also dreaming and imagining. The lecture urges educators not only to stick to the reality of budget cutting and deficit spending but, for the children's sake, also to stick to a dream. In the lecture, the speaker (an award-winning writer of children's literature) describes several instances in which young readers responded to her books by digging below the surface, generating thoughtful, probing questions and gaining insight through repeated reading of the same book. The lecture also argues that those people who do take children seriously should stop apologizing for what they do and take delight in caring for and nurturing young readers. The lecture concludes that adults can learn from the young how once again to come to the printed page with wonder and excitement and a humility which allows delight and compassion to flourish. (Fifteen notes are included.) (RS)

ED 336 749 CS 213 024

Baumann, James F., Ed. Johnson, Dale D., Ed.
Writing for Publication in Reading and Language Arts.

International Reading Association, Newark, Del.

Report No.—ISBN-0-87207-365-3

Pub Date—91

Note—250p.

Available from—International Reading Association, 800 Barksdale Rd., P.O. Box 8139, Newark, DE 19714-8139 (Book No. 365; \$10.00 members, \$15.00 nonmembers)

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors—*Children's Literature, Elementary Secondary Education, Faculty Publishing, Higher Education, Instructional Materials, *Language Arts, Professional Development, *Reading, Scholarly Journals, *Textbook Preparation, *Writing for Publication

Identifiers—Writing Contexts

Providing detailed information about the contexts, processes, and products of publishing, this book is divided into three major sections: writing for journals and other periodicals, writing for children and other adolescents, and writing instructional materials. Chapters in the book are: "Publishing Requirements for Research-Oriented Journals" (S. Jay Samuels); "Guarding against the False and Fashionable in Research Journals" (Edward J. Kameenui); "Reading with a Writer's Eye: Publishing in Practitioner Journals" (Julie M. Jensen); "Preparing and Submitting Articles for Practitioner Journals" (James F. Baumann); "Publishing in Newsletters and Newspapers" (John Micklos, Jr.); "Writing Reviews of Professional and Instructional Materials" (Carol J. Hopkins); "Where Bushes Are Bears: Writing for Children" (Myra Cohn Livingston); "How to Write Books for Children and Young Adults" (Ginny Moore Kruse); "Developing Reading Programs: The Author's Role" (John J. Fikulski); "Publishing Reading and Language Arts Programs" (Cynthia J. Orrell); "Writing Supplemental Materials in Reading and Language Arts" (Dale D. Johnson); "Publishing Computer Software" (Marguerite C. Radenich); "Publishing College and Profes-

sional Texts" (Hiram G. Howard and Susanne F. Canavan); and "Writing Professional Books; or, The Second Stone" (Wayne Otto). (RS)

ED 336 750 CS 213 025

Morris, Gayle A.

Women and Agriculture: Blending the Facts with Fiction.

Pub Date—Apr 91

Note—15p.; Paper presented at the Annual Meeting of the College English Association (San Antonio, TX, April 18-20, 1991).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Agricultural Trends, *Agriculture, Authors, *Farmers, *Females, *Fiction, Higher Education, Literature Appreciation, *Social History, United States History, United States Literature

Identifiers—*Farm Women, *Women in Literature, Womens Literature

Though the diversity of farm women's contributions was recognized by novelists such as Cather, Aldrich, and Sandoz in the 1800s, it would be many decades later before the work efforts of farm women would be formally recognized by the government and agricultural researchers. The West used a masculine environment, and farm animals and females where expected to conform to the dictums of both. While fiction after World War II was less likely to focus on agriculture and women's role in agriculture, modern fiction writers such as Molly Gloss (in her novel, "The Jump Off Creek," about a middle-aged woman homesteader in Oregon in the 1890s) and Mary Blew (in her short story collections, "Lambing Out" and "Runaway") vividly portray the historical and contemporary dimensions of the interdependency of women and agriculture by blending the facts with fiction. Excerpts from the works of Gloss and Blew illustrate the struggle of women to earn a living from their land and to survive in a masculine dominated world. Studying these works in the college English classroom can add to students' knowledge about the role of women in United States history. (PRA)

ED 336 751 CS 213 029

Purves, Alan And Others

Student Perceptions of Achievement in School Literature. Report Series 3.5.

Center for the Learning and Teaching of Literature, Albany, NY.

Spons Agencies—National Endowment for the Arts, Washington, D.C.; Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—91

Note—22p.

Available from—Literature Center, University at Albany Ed B-9, 1400 Washington Avenue, Albany, NY 12222.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Achievement, Educational Research, High Schools, *High School Students, *Literature Appreciation, *Student Attitudes, Student Experience, *Student Reaction

Identifiers—Aesthetic Reading, New York

A study examined students' perceptions of the nature of literature learning and achievement. Subjects, 1,226 10th through 12th grade students from basic, average, and honors classes in 10 rural and urban schools in the State of New York were asked to write a letter to a younger student explaining how to do well in literature classes. The students were asked to give at least five specific pieces of advice. Results indicated that students saw listening in class and keeping up with homework to be the most important facets of success in school. Results also indicated that the students in the higher track added a concern with reading procedures, particularly the amount of reading and the use of guides and a concern with a personal psychology related to school and reading literature. Results also showed that schools support 2 different approaches to literature, dividing society into two cultural groups: one that takes literature and the life of the mind seriously, and one that sees it as apart from the business of living. (Four tables and two figures of data are included; one appendix, a classification of student advice on achievement in literature, is included.) (PRA)

ED 336 752 CS 213 030

Spelling Instruction: A Proper Perspective.

RIE FEB 1992

Texas Education Agency, Austin.

Pub Date—[91]

Note—22p.

Available from—Publications Distribution Office, Texas Education Agency, 1701 North Congress Ave., Austin, TX 78701 (\$1.00).

Pub Type—Guides - Classroom - Teacher (052) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Curriculum Development, Elementary Secondary Education, Instructional Improvement, Integrated Curriculum, *Spelling, *Spelling Instruction, Teaching Methods

Identifiers—Texas

This booklet on spelling instruction, developed in response to requests to incorporate spelling into an integrated language arts program, contains information related to the current thinking on effective and appropriate spelling instruction. Following an overview, the booklet discusses the developmental stages of the learner, effective spelling strategies, ideas for implementing spelling into the curriculum, and thoughts on communicating with parents. (Twenty-three references are attached.) (PRA)

ED 336 753 CS 213 033

Emery, Michael J.

Teaching Poetry to the Unenthused.

Pub Date—Nov 90

Note—12p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (80th, Atlanta, GA, November 16-21, 1990).

Pub Type—Guides - Classroom - Teacher (052) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*College English, Creative Writing, *English Instruction, Higher Education, Literature Appreciation, *Poetry, *Student Attitudes

In teaching poetry to unenthused students, a teacher began as though the student have never seen a poem they liked. Teachers are advised to keep to free verse whenever possible, and when possible to stay contemporary, especially in the early stages of poetry teaching. Poems that don't need footnotes for clarity can be taught and whatever texts are being used can always be supplemented with interesting poems found in personal reading. Students must always be given some leeway in choosing which poem to discuss in groups or in writing assignments: choices that allow them to make value judgments and express their own interests can be offered. It is most important to start with students' own words and ideas—not someone else's. There are various class activities which have students write something from which poetic form and content can be derived at the start of a discussion of poetry analysis. For example, a teacher can hand out an A to Z list containing all the words of a brief poem, and ask each student to reassemble the words in a free verse form of 10 lines or so in a brief period of time, read them aloud, choose a few, and proceed with the discussion of poetry analysis. Such approaches can also be used in literature-based composition classes and in creative writing classes. (Two handouts providing a list of definitions of poetic terms and a comparison of literary elements of fiction and poetry are attached.) (SR)

ED 336 754 CS 213 036

Sullivan, William

The "Norton Anthology" and the Canon of English Literature.

Pub Date—Apr 91

Note—6p.; Paper presented at the Annual Meeting of the College English Association (San Antonio, TX, 1991).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College English, English Instruction, *English Literature, Higher Education, Literature Appreciation

Identifiers—*Literary Canon, *Norton Anthology of Literature

An examination of the additions, deletions, and revisions of the 2-volume "Norton Anthology of English Literature" (the most popular text used by college teachers) from the 1962 first edition to the 1986 fifth edition, sought to identify those changes which would confirm the editors' stated purposes in the prefaces and to speculate on some unstated assumptions or purposes. A review of each succeeding edition showed: (1) that 3 centuries of scientism are well represented in the 5 editions; (2) an expansion from about 3,450 pages in the first edition to over 5,000 pages in the fifth, while the percentage of

pages devoted to women and contemporary voices is less in the last edition of 1986 than in the first edition of 1962; (3) there are no more than a handful of significant deletions from the "Norton" in its 24 years. This indicates that texts have remained the same for a quarter of a century, and suggests that English and American literary culture has abandoned the search for the questions and issues of these times and settled for trying to find answers to the questions of the nineteenth century and before. (SR)

ED 336 755 CS 213 037

Ediger, Marlow

Philosophy of Writing Instruction.

Pub Date—91

Note—10p.

Pub Type—Opinion Papers (120) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Decision Making, *Educational Philosophy, Elementary Secondary Education, *Holistic Approach, *Integrated Activities, *Problem Solving, *Student Participation, Writing Across the Curriculum, *Writing Instruction

Diverse philosophies are in evidence in teaching writing. Approaches used in teaching writing should assist students to achieve optimally as well as provide for individual differences, help them attain meaning and understanding of subject matter written, develop students' interest in communicating written content, establish purpose and reasons for writing, and develop appreciation of the use of graphemes to convey information to others. Writing to solve problems emphasizes having students write as the need arises within a problem solving framework. Writing to achieve specific objectives stresses students achieving predetermined precise objectives in a logical writing curriculum. Student decision making and writing has students determine sequential tasks to complete in writing, with students involved in planning goals, activities, and appraisal procedures in writing. In writing instruction, problem solving procedures should be in evidence. The real world emphasizes solving personal and social problems as a necessity in life. Writing to attain specific objectives may have little to do with expressing thoughts and ideas to others. Writing needs to emphasize holism in that creativity and originality must enter into the final product. An integrated writing curriculum needs to be in evidence. (SR)

ED 336 756 CS 213 038

Luboff, Gerald F.

Searching for Objectivity and Prejudice in Writing about AIDS.

Pub Date—Mar 91

Note—10p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (42nd, Boston, MA, March 21-23, 1991).

Pub Type—Speeches/Meeting Papers (150) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Acquired Immune Deficiency Syndrome, Bias, *College English, Higher Education, *Student Attitudes, *Writing Assignments, Writing Instruction

Three writing assignments not only gave students the opportunity to practice various rhetorical approaches in the assignments, but also provided students a learning opportunity and a chance to explore their own attitudes towards the problems and issues raised by the Acquired Immune Deficiency Syndrome (AIDS) crisis. The first assignment involved the exploration of misconceptions regarding AIDS, and required research and the use of the comparative rhetorical approach in a 500-word theme. Students learned that knowledge about the disease eliminated both prejudices and misconceptions. The second assignment involved writing about any controversial aspect of the AIDS crisis. Students were required to incorporate into their paper 5 words from a list of 18 words suggesting an emotional response. The words most frequently used were "disease," "victim," and "prevention," yet none were used in association with prejudicial attitudes. The final assignment was a reaction paper to the film, "Imagine This," an 18-minute documentary interviewing college students infected with the HIV virus. Immediately after viewing the film, students wrote a two-pronged paper. In the majority of cases, students' initial reaction was anger, followed by compassion—nevertheless, some prejudices did come out. (Instructions for the reaction paper and the list of 18 words are at-

tached.) (SR)

ED 336 757 CS 213 039

Stern, Caroline

Writing Portfolios: A Resource for Teaching and Assessment.

Pub Date—Mar 91

Note—14p; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (42nd, Boston, MA, March 21-23, 1991).

Pub Type—Speeches/Meeting Papers (150) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College English, Higher Education, *Portfolios (Background Materials), *Student Evaluation, Writing Assignments, *Writing Evaluation, *Writing Instruction

Identifiers—Process Approach (Writing)

A writing portfolio provides material to use in evaluating not only students' finished products but also their persistence in developing and revising to a finished draft. Typically, portfolios contain the assignment sheet, brainstorming exercises, essay plan/outline, and first through final drafts of all writing. A table of contents sheet, listing everything that should be in the portfolio, helps students organize them. Portfolios may be checked and graded weekly against the table of contents sheet for completeness, organization, and neatness. This is not time-consuming when a check grading system is used, and helps students be better organized and more responsible for their writing. Students learn through the portfolio that writing is evolutionary and that good pre-writing is the foundation of good writing. Portfolios reveal the number of drafts students write, thus indicating the level of their willingness to learn. The portfolio provides the teacher with valuable evidence, including patterns of errors, in all stages of the process or product, and provides students with concrete evidence of their progress. Students learn to assess their own writing by doing a mid-term and an end-of-semester critique of an essay written the first day of class. They name the writing skills they have learned, and demonstrate their use of them with examples from more recent work in their portfolios. (SR)

ED 336 758 CS 213 040

Applebee, Arthur N. And Others

Center for the Learning and Teaching of Literature—Final Report.

Center for the Learning and Teaching of Literature, Albany, NY.

Spons Agency—National Endowment for the Arts, Washington, D.C.; Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—91

Contract—G008720278

Note—144p.

Pub Type—Reports - Research (143) — Information Analyses (070)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Educational Research, Elementary Secondary Education, *Instructional Improvement, *Literature Appreciation, *Reading Materials, Reading Material Selection, *Student Evaluation

Identifiers—Aesthetic Reading, *Teacher Researchers

This book is a final report of the Center for the Learning and Teaching of Literature, which was established in 1987 with 3 years of funding to conduct research that would lead to improvements in the learning and teaching of literature, particularly in the middle grades. The report focuses on critical findings in each of the Center's major research strands. It begins with an introduction to continuing issues in the teaching of literature and then presents bodies of work to help better understand the status of instruction in American schools. The report then points to productive pathways to reform literature education to make it a more thoughtful and critically reasoned experience for all students and their teachers. Following an executive summary, the report is in eight chapters: (1) Introduction: Overview of Findings and Continuing Issues in the Learning and Teaching of Literature (Judith A. Langer and Arthur N. Applebee); (2) Literature Instruction in American Schools (Arthur N. Applebee); (3) The Selections Students Read for Literature Class (Arthur N. Applebee); (4) Elementary School Literature Instruction (Sean Walmsley); (5) Assessing Learning in Literature (Alan C. Purves); (6) Re-thinking Literature Instruction (Judith A. Langer); (7) Teacher Research (C.H. Knoblauch and Lil

Brannon); and (8) Institutional Activities (Genevieve Bronk). Three appendixes contain lists of advisory board members, the Center staff from 1987-1990, and Center publications. (SR)

ED 336 759 CS 213 041

Saeta, Elsa

Gadamer's Philosophical Hermeneutics in the Classroom: Incorporating Minority Literatures within the Canonical Core.

Pub Date—Apr 91

Note—12p; Paper presented at the Annual Meeting of the College English Association (San Antonio, TX, April 18-20, 1991).

Pub Type—Opinion Papers (120) — Guides - Classroom - Teacher (052) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Cultural Context, *English Instruction, *Hermeneutics, Higher Education, *Literary Criticism, Undergraduate Students, *United States Literature

Identifiers—Ethnic Literature, Gadamer (Hans Georg), *Literary Canon

American literature has served not only to help establish, define, and reinforce the American Myth, but has been used to question, to challenge, and to redefine it as well. The dialogic relationship between the literature and the myth thus can become the starting point for a course that encourages closer examination of the process of interpretation and canonization. To approach this process in one course, students are asked to ground their interpretive networks by examining text in terms of the following variables: the relationship of the individual to self, family, society, and social institutions; the individuals search for personal identity and meaning; the question of personal versus social responsibility; and the use of the literature as a vehicle for social criticism. To further ground their analysis, students are presented with a variety of traditional interpretations from the criticism. Instructors try to help students acquire an awareness of their own unique background and of the role of that and of prejudice in the process of interpretation. By developing a sense of literature as they work, students can see that the individual texts help define/redefine the myth and the canon helps perpetuate it. Finally, the course is divided into 2 interrelated parts: traditional writers and contemporary authors, demonstrating that minority authors can be used to challenge the controlling myth as effectively as traditional, canonized writers. Thus non-canonical minority literatures can be incorporated with the more traditional literatures to the enrichment of both. (PRA)

ED 336 760 CS 213 042

Hobbs, Michael

Half Sinful Words: Disguised Grief in "Ulysses."

Pub Date—Apr 91

Note—13p; Paper presented at the Annual Meeting of the College English Association (San Antonio, TX, April 18-20, 1991).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College English, *English Literature, Figurative Language, Higher Education, *Literary Criticism, *Poetry, *Rhetoric

Identifiers—Tennyson (Alfred), *Ulysses (Tennyson), Words

As a shrewd technician of the language, A. L. Tennyson rightly understood that words are not controllable; they do not always obey rules. As Tennyson said, words "half reveal and half conceal the soul within." In "Ulysses," the title character's speech to his fellow mariners—where he attempts to explain why he has decided to abandon domestic life and why they should accompany him on a last heroic quest—forms an extended demonstration of Tennyson's concern with the disobedient nature of words. It is Ulysses' unwillingness to acknowledge the end of his heroic self that shapes the "large grief" which he attempts to disguise beneath the words to his mariners. Ulysses uses words to comfort and lull not only his mariners but himself as well, to ease all minds about the hard decision he has made and to persuade all that his choice to leave is correct. But regardless of their lulling effect, his words are uncooperative; they only half obey Ulysses' wishes. He struggles with words, self knowledge, and his knowledge of the world, attributing a boundlessness to all knowledge, and thus complicating the mosaic-like structure of his self-understanding. Although Ulysses claims that humankind must

move through an arch of experience to reach towards the light of knowledge, suggesting that the direction to move is out to sea, the proper direction for him might actually be toward Ithaca and domestic life. In "Ulysses" Tennyson shows how an individual braves the struggle of life. And the protagonist's words of revelation-concealment draw reader and student toward the discovery which is the main quest of the poem. (PRA)

ED 336 761 CS 213 044

Worsham, Fabian Clements

Voice and Vision in Paul Zimmer's "The Great Bird of Love."

Pub Date—Apr 91

Note—14p; Paper presented at the Annual Meeting of the College English Association (San Antonio, TX, April 18-20, 1991).

Pub Type—Book/Product Reviews (072) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Figurative Language, Higher Education, Language Role, Literary Criticism, Literature Appreciation, *Lyric Poetry, *Poets

Identifiers—*Great Bird of Love, *Voice (Rhetoric)

Paul Zimmer's latest poetry collection, "The Great Bird of Love," is serious and somber, fraught with the burden of evil, the indifference of God, and the certainty of death. The book is not humorless, however, as humor is central to both the chaotic evil and the ordered goodness of human life. It is in this collection that it is possible to see Zimmer's lyric voice and his persona as dual aspects of a single personality. In all sections of the book, the Zimmer-persona poems are interwoven with the lyric-Zimmer poems, revealing the ways the two voices respond to certain events in the poet's life, such as the end of World War II and the deaths of his parents. Readers and students of Zimmer's poetry will become aware that distinctions between "light" and "serious" poetry do not hold, and that absurd, calculated inappropriateness can create humor. In addition, imagery serves a double function as the reader/student can appreciate the inventiveness and wit while being horrified by the deeper reality. The comic is no relief, but is the agent of discomfort—humor and fascination yield to horror. It seems that the characters come to recognize the inclusive and unfathomable magnitude of God, and the dark side of the deity. Where one character puts his trust in God, Zimmer places his trust in love, and dreams of becoming (through the human capacities of love and imagination) a credible redeemer or hero. (PRA)

ED 336 762 CS 213 045

Johannessen, Larry R. Kahn, Elizabeth A.

Writing across the Curriculum.

Pub Date—25 Jan 91

Note—63p; Paper presented at a Teachers' Institute (Summit, IL, January 25, 1991). Some pages in the appendix may not reproduce clearly due to broken type.

Pub Type—Speeches/Meeting Papers (150) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Class Activities, *Definitions, *Generalization, Learning Activities, Logical Thinking, *Persuasive Discourse, Secondary Education, Skill Development, *Thinking Skills, *Writing Across the Curriculum

Identifiers—Thinking across the Curriculum

This paper maintains that the best approach to writing across the curriculum is one that focuses on thinking and writing strategies that cut across a number of subject areas. The paper describes some methods and classroom tested activities found to be successful in teaching students the complex thinking skills involved in making and supporting generalizations, producing arguments in a composition, and creating extended definitions. The paper includes sample materials involving a variety of different subject areas to provide ideas about activities that work with students at a variety of ability and grade levels. In three main sections, the paper presents four activities to develop the ability to make and support generalizations, four activities to promote argumentation skills, and three activities to develop the skills involved in extended definitions. The paper contends that focusing instruction on such activities will enable students to learn these important thinking strategies. The paper maintains that if the activities are interesting, engage students in using the target strategies, provide repeated practice of the strategies in a variety of situations that are sequenced with more structure at the beginning

and move to student independence at the end, and require students to contend with the immediate demands of a real audience in small group and whole class discussions, then students will be able to think and write more effectively across the curriculum. (Forty-eight references are attached, and appendices contain 20 pages of student activity sheets.) (SR)

ED 336 763 CS 507 489

Whitney, D. Charles. Ettema, James S.

Raising the Level of Analysis in Media-Audience Studies.

Pub Date—26 May 91

Note—14p.; Paper presented at the Annual Meeting of the International Communication Association (41st, Chicago, IL, May 23-27, 1991).

Pub Type—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Audience Analysis, Communication Research, Educational Trends, Higher Education, *Mass Media, *Media Research, Research Needs, *Research Opportunities, *Sociology Identifiers—*Research Suggestions

Media sociology in the early 1980s was "rediscovered" by sociologists and political scientists. It was a discipline whose time had arrived. In much of the work in the field at this time the level of analysis dealt with individuals working within organizations. Since that time, media sociology has gone through paradigm debates, expanded theoretical horizons, and begun to hike levels of analysis higher than the individual-and-organization level. Where should media sociology be going? It will proceed best by systematic investigation of the organizational-institutional nexus, and it can do so by turning to studies of the audience. Media sociology should emphasize the socio-cultural dynamics of the process by which the media attempt to create, maintain-and profit from-their connections to audience. Its goal should be to explore the theoretical linkages between industrial or institutional studies of the media and cultural studies which now constitute a central focus of communication research. Specifically, this means 3 areas of inquiry: (1) critical reviews of where the field is and what is known; (2) images of audience at the organizational-institutional level; and (3) examinations of audience technology. (Twenty-eight references are attached.) (SR)

ED 336 764 CS 507 507

Crawford, Lyall

Conflict and Tao.

Pub Date—Apr 91

Note—24p.; Paper presented at the Annual Meeting of the Eastern Communication Association (Pittsburgh, PA, April 25-28, 1991).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Conflict, Ethnography, *Interpersonal Communication, *Interpersonal Relationship, *Taoism

Identifiers—*Conflict Management

What can philosophical Taoism teach us about interpersonal conflict and effective approaches for dealing with it? Examination of selected portions of the R. Hendricks translation of the "Lao-Tzu" or "Te-Tao Ching," and experiences recorded in fieldnotes while a member of a Taoist commune suggest a four-point protocol for managing interpersonal conflict based on the counsel of philosophical Taoism. One point is essentially prescriptive, and the others are essentially cognitive schemata for locating one's "self" while fighting and for informing one's actions accordingly. First, don't fight: if a person is not contentious, no one will be able to be contentious with him. Second, recognize conflict as merely a part of a larger whole, and don't become identified just with it alone. Assume a wider, more relativistic perspective. Third, realize that "fighting to get closer" is a conceivable way of creating solidarity with another person or within the context of a group. Conflict viewed this way becomes a potential vehicle for strengthening interpersonal relationships and promoting continuity. Fourth, acknowledge "exhausting the yang to return to the yin" as a viable frame of reference for construing conflict. The idea is to exaggerate conflict as a way of experiencing harmony (its opposite) and becoming peaceful. (Sixteen references are attached.) (SR)

ED 336 765 CS 507 512

O'Mara, Joan

Teaching Intercultural Communication through the Hollywood Film: An Analysis of "Witness."

Pub Date—Apr 91

Note—11p.; Paper presented at the Annual Meeting of the Eastern Communication Association (Pittsburgh, PA, April 25-28, 1991).

Pub Type—Guides - Classroom - Teacher (052) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Class Activities, *Cross Cultural Training, *Cultural Awareness, *Cultural Differences, *Film Study, Higher Education, *Intercultural Communication, Speech Communication, Subcultures

Identifiers—Amish (Old Order), Communication Behavior, *Witness (Film)

Films such as Peter Weir's 1985 film "Witness" can be used in intercultural communication classrooms to increase intercultural understanding, provide a substitute for experience, and compare cultures. In "Witness," an Amish boy witnesses the murder of an undercover narcotics agent. The investigating detective, the boy, and his widowed mother are forced to flee to the Amish country, and the film becomes an action-packed struggle of life and death interwoven with caring and forbidden love. Since before studying the communication patterns of another culture, students should understand their own cultural patterns, students complete cultural values sheets before viewing the film. In addition, students are asked to write what they know about the Amish and how they know it. While viewing the film, students are asked to note: (1) their perception of Amish culture; (2) their perception of American culture; (3) examples of cultural differences in communication; (4) their perception of the values of cultures depicted in the film; (5) what they learned; and (6) what the characters learned about the other culture. After viewing the film, differing cultural values and concepts of intercultural communication are discussed, using observations from the film, responses to the sheets mentioned, and value classification systems. Some concepts illustrated by this film are the idea of a subculture, the manifestation of cultural values, and cultural models for appropriate interpersonal communication. (Thirty-two references are attached.) (PRA)

ED 336 766 CS 507 513

Berkowitz, Marvin W.

"Talking Good": Family Communication and Children's Morality.

Pub Date—24 May 91

Note—17p.; Paper presented at the Annual Meeting of the International Communication Association (41st, Chicago, IL, May 23-27, 1991).

Pub Type—Opinion Papers (120) — Information Analyses (070) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Elementary Secondary Education, *Family Influence, *Interpersonal Communication, Models, *Moral Development, *Moral Values, *Parent Child Relationship, Peer Relationship

Identifiers—*Family Communication, *Moral Reasoning, Piaget (Jean), Transactive Communication

The contemporary influence on the study of child morality has come from the cognitive-stage theories of Jean Piaget, who skewed the focus on interpersonal communication away from the family to the peer play domain. Aside from this approach, there are two other psychological approaches to moral development: psychoanalytic theory and social learning theory. Furthermore, the theories on parenting or discipline style and family systems are less theoretically grounded, but nonetheless influential approaches. Another way to examine parental effects on moral development is by focusing on outcomes on the different dimensions of moral development, such as altruism. Despite the Piagetian bias against parental nurturance, researchers have found that loving parents at higher stages of development who explain their parenting behaviors to their children and who encourage their children to participate in family discussions of moral issues and to consider multiple perspectives are more likely to have children who can reason at more mature moral stages. In addition, when parents are trained to discuss moral issues with their children more openly, the children's moral reasoning development is accelerated. As a direct response to the school-based attempts to accelerate children's and adolescents' moral reasoning development, M. W. Berkowitz and J. C. Gibbs developed a model of moral discussion behavior termed "transactive discussion." Subsequent research projects on this

model suggest that adolescents discuss moral issues differently with parents than with peers, but that the effect of the family on the children's moral development is a strong one. (Fifty references are attached.) (PRA)

ED 336 767 CS 507 528

Dillard, James Price. Harkness, Claire Dzur

Exploring the Affective Impact of Interpersonal Influence Messages.

Pub Date—May 91

Note—28p.; Paper presented at the Annual Meeting of the International Communication Association (41st, Chicago, IL, May 23-27, 1991).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Affective Behavior, *Affective Measures, Communication Research, Higher Education, *Interpersonal Communication, *Language Role, Undergraduate Students

Identifiers—Affective Domain, *Message Responses

A study explored the affective impact of interpersonal influence messages. Thirty-nine students enrolled in an undergraduate communication course listened to a tape-recording of 15 directives and rated each directive on explicitness or dominance. Results indicated that the set of stimuli tapped nearly the full range of both continua, and that the directives were distributed across each of the four conceptual quadrants formed by crossing explicitness and dominance. In a second study, 183 students answered a questionnaire to indicate valence and arousal, and listened to audiotapes about borrowing class notes to grade affect. Results indicated that the perceived legitimacy of a request had an effect; requests perceived as legitimate were responded to more positively and with less arousal than illegitimate requests. Results suggest that language bears a unique relationship to affect. These findings attest to the importance of a multidimensional assessment of directives (with implications for instruction). (Three tables of data and two figures are included; an appendix contains the stimulus situation.) (PRA)

ED 336 768 CS 507 542

Vallin, Marlene Boyd

Enriching the Basic Course via One Simple Project.

Pub Date—Apr 91

Note—6p.; Paper presented at the Annual Meeting of the Eastern Communication Association (Pittsburgh, PA, April 25-28, 1991).

Pub Type—Speeches/Meeting Papers (150) — Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Class Activities, *Cooperative Learning, Higher Education, Instructional Innovation, Introductory Courses, *Public Speaking, *Rhetoric, Small Group Instruction, *Speech Instruction, Student Projects

A project increased both interest and learning in a basic public speaking course, alleviating public speaking fears and promoting respect for the discipline. The specific purpose was to illustrate what makes a good speech through the analysis of a published speech chosen from designated collections in the library. Small group problem-solving techniques and group presentational skills were used, as students formed 6 groups of 4 members each to make 15-20 minute presentations to the class on the topic "What Makes [a] Good Speech?" Each group chose a short speech from designated collections in the library. The project reinforced and reviewed rhetorical theories previously taught by the instructor, helped to lessen speech anxiety, fostered social relationships within the class, taught students about the advantages and problems of working within a group, convinced students that oral presentations must be carefully planned and rehearsed, afforded an opportunity to handle audio-visual aids, and taught students an appreciation for oratory which recognized its literary quality as well as its rhetorical purpose. (A handout detailing the project and a group presentation evaluation sheet are included.) (SR)

ED 336 769 CS 507 543

Hebert, Patrick J.

Humor in the Classroom: Theories, Functions, and Guidelines.

Pub Date—Apr 91

Note—24p.; Paper presented at the Annual Meeting of the Central States Communication Association

tion (Chicago, IL, April 11-14, 1991).
 Pub Type—Speeches/Meeting Papers (150) —
 Guides—Classroom—Teacher (052)
 EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Classroom Environment, Cognitive Processes, Communication Skills, Elementary Secondary Education, Higher Education, *Humor, *Teacher Student Relationship, Teaching Methods

Identifiers—*Communication Strategies

While humor can backfire or, worse, mask dark, underlying prejudices, research reveals positive and promising connections between humor and creativity, efficiency, and mental health. Although there remains considerable room for disagreement on the essential qualities of humor, several researchers after reviewing the literature appear to have focused on a core quality: incongruity, as experienced cognitively and affectively. Stimulus characteristics familiar to most people are items such as cartoons, jokes, and certain behaviors that contain unexpected, illogical, exaggerated, or out of context elements. These incongruities are often at the core of humor and are best appreciated by the more cognitively complex individual. Three theories (emphasizing the cognitive foundations of humor) have achieved prominence: incongruity theory, relief theory, and superiority theory. The various functions of humor are: psychological, sociological, educational (communication value), and physiological. Used effectively, the following guidelines may enhance learning in the classroom: (1) embrace humor and believe that it works; (2) know your audience; (3) be willing to laugh at yourself; (4) do not waste valuable class time on humor that is aimless and without purpose; (5) encourage a climate of reciprocal humor; (6) use visual examples or presentations to help maintain student attention; (7) consider asking students to use humor in answering test questions; and (8) begin class with a joke and use humorous stories and anecdotes. Used effectively and appropriately, humor can increase the satisfaction and productivity of students and teachers. (Sixty-four notes are included.) (RS)

ED 336 770 CS 507 544

Mazloff, Debra

Isocrates' Philosophy of Education.

Pub Date—Apr 91

Note—12p.; Paper presented at the Annual Meeting of the Central States Communication Association (Chicago, IL, April 11-14, 1991).

Pub Type—Speeches/Meeting Papers (150) —
 Opinion Papers (120)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Educational Philosophy, Greek Civilization, *Public Speaking, *Speech Instruction
 Identifiers—*Isocrates, *Oratory, *Sophists

Isocrates of ancient Greece attempted to create a wise and educated person in his school, not just an orator. His philosophy centered around the fact that teaching speech is not an exact science, but an art of opinions and beliefs that will educate the student to make sensible choices in life and speech, demonstrate a noble character, and be culturally well rounded. In order to carry out this philosophy, he had an exact method of teaching. Students studied a variety of topics to contribute to their practical wisdom—matters necessary in forming political, social, and ethical judgments. In addition, technical matters were an important aspect of his teaching, giving students resources to use when creating their own compositions. The third aspect of Isocrates' program was practical application, with students continually writing and criticizing speeches. Finally, imitation was used as a means of perfection, but only with students who had successfully completed the other areas. (Thirty-three notes are included.) (SR)

ED 336 771 CS 507 545

Yows, Suzanne R.

The Role of Perceived Threat in Reducing Health Knowledge Gaps.

Pub Date—May 91

Note—26p.; Paper presented at the Annual Meeting of the International Communication Association (41st, Chicago, IL, May 23-27, 1991).

Pub Type—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—Cancer, Communication Research, *Health Education, *Health Promotion, Information Sources, Mass Media Role, Media Research, Motivation, Public Health, *Socioeconomic Status

Identifiers—Health Communication, *Knowledge

Gap Hypothesis, Message Perception, Public Service Campaigns, Wisconsin

A study tested the knowledge gap hypothesis, a promising framework for research in the field of mass communication devised by P. Tichenor, G. Donohue, and C. Olien in 1970. The study investigated the relative contribution of two types of factors—structural and motivational—in predicting the degree to which persons will attend to health messages, and differentials in levels of knowledge about cancer. Secondary analysis was conducted on data collected in 1983 from a probability sample of Wisconsin households in which professional interviewers had completed 1,050 interviews at a response rate of 65%. Results indicated that motivation and focused exposure to health information are significant predictors of knowledge about cancer, and that the frequency of attending to media messages about health is not structurally determined (predicted by socioeconomic status, education and income), but instead, the result of concern about or interest in a person's own health. Results also revealed important differences between erroneous and correct knowledge, corroborating previous findings on knowledge typologies. These findings may validate information campaigns and the notion that people can be motivated to seek health information independent of their social location; they may also validate the wide variety of ongoing cancer information campaigns within that context. (Three figures and 4 tables of data are included; 26 references are attached.) (PRA)

ED 336 772 CS 507 546

Dixon, Marcia D.

Group Discussion and Individual Critical Thinking Processes: An Interactive Perspective.

Pub Date—Apr 91

Note—24p.; Paper presented at the Annual Meeting of the Central States Communication Association (Chicago, IL, April 11-14, 1991).

Pub Type—Information Analyses (070) —
 Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Communication Research, *Critical Thinking, *Discussion (Teaching Technique), *Discussion Groups, Higher Education, Learning Processes, Literature Reviews, *Models, Secondary Education, *Small Group Instruction, *Thinking Skills

Identifiers—Research Suggestions, *Small Group Communication

This paper offers a small group discussion model as a viable alternative for facilitating critical thinking. The paper first reviews literature discussing what critical thinking is and whether it can be taught. After defining critical thinking as an active process which involves constructing arguments, the paper concludes that an optimally effective teaching method for critical thinking allows (1) for differences in learning styles and abilities; (2) for observations of, interaction with, and internalization of the process; and (3) for human interaction to aid in the crystallization of learning. The paper next discusses what teaching methods might work and the role of communication research, arguing that small group discussion may be among the best method for teaching critical thinking skills. The paper then presents a model which proposes an interaction between group critical thinking processes as the learning environment and individual learning of those critical thinking processes, in which communication is both a mediating and a moderating variable. Finally, the paper then presents avenues for research into the group variables which might affect such interaction and, specifically, the group critical thinking processes. Thirty-two references are attached. (PRA)

ED 336 773 CS 507 559

Bonnell, Karen H. Caillouet, Larry M.

Patterns and Communication Barriers between Teenagers and Parents about Sex-Related Topics: A Survey of Teenagers in Sex Education Classes.

Pub Date—Apr 91

Note—24p.; Paper presented at the Annual Meeting of the Central States Communication Association (Chicago, IL, April 11-14, 1991).

Pub Type—Speeches/Meeting Papers (150) —
 Reports—Research (143)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—*Adolescents, Communication Research, High Schools, *Interpersonal Communication, *Parent Child Relationship, Sex Differences, *Sex Education, *Student Attitudes, Surveys

Identifiers—Communication Behavior, *Family Communication, Kentucky

A survey examined students' attitudes about communication with their parents and others on sex-related topics, with particular emphasis given to the barriers to parent-teenager communication identified by the teenagers themselves and to suggestions for improving openness in communication. Subjects, 105 male and 142 female students aged 14 to 19 enrolled in 11 sex education classes in 2 Kentucky high schools, completed confidential questionnaires on the same day to minimize discussion of the survey among students. Results indicated that: (1) 71% of the teenagers communicated freely with their parents about most topics, but only 52% said they communicated freely with their parents about sex or sex-related topics; (2) 30% said they could not talk comfortably with their mothers about sex while 47% said they could not talk with their fathers; (3) 58% of females reported close communication with their fathers about sex as compared to 33% of males; (4) teenagers cited 13 main reasons why they could not talk with their parents about sex, with "embarrassment" cited by 29% of the subjects; and (5) teenagers rated friends as their primary face-to-face source of sexual information, followed by teachers, parents, older siblings, other relatives, a doctor or nurse, and ministers. Findings underscore the need for parents (particularly fathers) to learn to communicate supportively and with empathy if not with agreement. (Seven tables of data are included.) (RS)

ED 336 774 CS 507 561

Schliesmann, Mike

Legality behind Diversity in the Classroom: Veteran Affairs.

Pub Date—Apr 91

Note—12p.; Paper presented at the Annual Meeting of the Central States Communication Association (Chicago, IL, April 11-14, 1991).

Pub Type—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Higher Education, Introductory Courses, Nontraditional Students, *Speech Communication, Speech Instruction, Student Needs, *Veterans, *Veterans Education

Identifiers—*GI Bill, Speech Communication Education

The deployment of National Guard and Reserve forces and active duty soldiers has created new veterans of a foreign war. What role should education and educational benefits play in their return to civilian life? Since 1944, GI Bills have financed the college education of a large group of veterans, and have come to be viewed by some as a right—as a way to become what they might not have otherwise become. Post-Vietnam veterans, however, did not have a GI Bill, and were only eligible for either the Veteran's Educational Assistance Program, which offered matching grants up to \$5,400, or the more successful Montgomery GI Bill (MGIB), which provided up to \$300 per month for 36 months. Although Gulf veterans are eligible for MGIB benefits, they should be afforded the same educational benefits offered to other combat era veterans. A related question is how veterans should be treated in academia, particularly in speech courses. As the option to speak in the army is strictly reserved, giving a classroom speech can be frightening for a veteran. One solution has been to have a "vets section" of the class. In general, the basic speech course can be a good place to welcome the veteran to civilian life. Such a course can become a forum for the education of both the veteran and civilians. Veterans could discuss their experiences, their language, the environmental consequences of the war, and public policy. In this way, the classroom can become an extension of the societal support for veterans. (PRA)

ED 336 775 CS 507 562

Pelias, Mary Hinchliff

Intervention Techniques for the Reduction of Communication Apprehension in the Basic Oral Communication Course: Some Practical Guidelines.

Pub Date—Apr 91

Note—17p.; Paper presented at the Annual Meeting of the Central States Communication Association (Chicago, IL, April 11-14, 1991).

Pub Type—Speeches/Meeting Papers (150) —
 Guides—Classroom—Teacher (052)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Class Activities, *Communication Apprehension, Communication Problems, Higher

Education, *Speech Communication, *Speech Instruction, *Speech Skills, Teaching Methods, Undergraduate Students, Visualization
 Identifiers—*Communication Strategies, Speech Communication Education

Numerous studies indicate that communication apprehension can and does have considerable negative consequences for college students so affected. There are strategies that can be undertaken in the classroom that may help alleviate communication apprehension for some students. Classroom instructors must first recognize how students are processing their own communication apprehension. Basically, students will either be apprehensive or not, and will possess adequate performance abilities or not. The first general strategy is visualization which combines systematic desensitization and positive thinking. The second strategy is skills training. In-class activities designed to address students' skills deficiencies should be selected based on relevance of those skills to the immediate task. Commonly used approaches based in oral communication skills training which address communication apprehension include social/conversational skills training, assertiveness training, rhetoric, and oral interpretation/aesthetic performance skills training. Four criteria for appropriate classroom activities for remediation of communication apprehension are: (1) relevancy; (2) appropriate comfort level; (3) whole class involvement; and (4) some non-graded activities. If these intervention strategies are undertaken with enthusiasm and caution, some measure of successful reduction of students' communication apprehension likely will be realized. (Two notes are included; 52 references are attached.) (RS)

ED 336 776 CS 507 563

Cragan, John F. Wright, David W.

Replicating Small Group Research Using the Functional Theory.

Pub Date—12 Apr 91

Note—18p; Paper presented at the Annual Meeting of the Central States Communication Association (Chicago, IL, April 11-14, 1991).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Communication Research, *Decision Making, *Group Discussion, Higher Education, *Problem Solving, Speech Communication, Undergraduate Students

Identifiers—Small Group Communication

A replication study tested functional theory utilizing untrained full-fledged groups. One hundred forty undergraduate students who were enrolled in a small group communication course at a large midwestern university participated in small group discussions analyzing a plagiarism case used in an original study by R. Y. Hirokawa. Results indicated that not all of the functions identified by Hirokawa—understanding the problem, assessing requirements for an acceptable choice, assessing positive consequences, and assessing negative consequences of each alternative—were equally important in reaching a quality decision about a specific task. Results supported prior findings indicating that the fourth function was the key, in this case, to reaching a quality decision. This suggests that if the functional theory had been one that called for the group to select the most outstanding student, the study might have found that the second function of assessing the requirements for an acceptable choice might have proved to be the most valuable in arriving at a quality decision. Results also suggest that the functional theory of decision-making groups is only generalizable to group tasks that have a preferred solution. (Two tables of data are attached.) (PRA)

ED 336 777 CS 507 566

Capps, Randall

Focus Groups as a Method for Conducting a Needs Analysis: A Case Study for an Employee Attitude Survey.

Pub Date—6 Apr 91

Note—17p; Paper presented at the Annual Meeting of the Southern Speech Communication Association (Tampa, FL, April 3-7, 1991).

Pub Type—Speeches/Meeting Papers (150)—Reports—Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Attitude Measures, Case Studies, *Communication Problems, Communication Research, *Employee Attitudes, *Employer Employee Relationship, Health Occupations, Job Satisfaction, Organizational Communication,

Qualitative Research, Research Methodology, *Teaching Hospitals, Work Environment
 Identifiers—*Focus Groups Approach

A case study used focus groups to examine employee attitudes and concerns. Subjects, about 60 employees and managers of a major university teaching hospital in the southeast, were formed into 4 focus groups to discuss their attitudes. Employees hoped that management would use the information gathered to improve the communication environment and morale. There was general agreement as to the uniqueness of working at a teaching hospital, but frustration caused by the sheer volume of work and ceilings placed on salaries at such a hospital. Results from the employees were summarized using the following categories: opportunity for achievement, recognition, the work itself, responsibility, opportunities for advancement, growth, company policies and procedures, supervision, working conditions, relationship with peers, and communication. Results also indicated that managers were more intense concerning the issues they raised than were the other employees; felt strongly about their mission to provide good patient care; and were concerned with lack of communication with the administration of the hospital. (RS)

ED 336 778 CS 507 567

Ford-Brown, Lisa A.

Oral Interpretation as a Pedagogical Tool in Teaching Literary Comprehension and Appreciation.

Pub Date—3 Apr 91

Note—90p; Paper presented at the Annual Meeting of the Central States Communication Association (Chicago, IL, April 11-14, 1991).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Elementary Education, *Literature Appreciation, *Oral Interpretation, *Reading Comprehension, Reading Research, Silent Reading

Identifiers—Indiana (Terre Haute)

A study investigated whether there was a significant difference in the comprehension and appreciation of literature studied through oral interpretation when compared to silent reading. Two hundred and sixty-three third, fourth, and fifth graders from Terre Haute, Indiana were separated into experimental and control groups, and were given pre- and post-tests designed by the researcher. One experimental group performed their own interpretation of a given piece of literature, while the other experimental group was taught the unit and saw the performance. The control group read the literature. Results indicated that elementary students taught the techniques of oral interpretation showed an increase in comprehension and appreciation of literature in general, but did not show an increase in comprehension or appreciation when compared to silent reading. Results also suggested that elementary students participating in an oral interpretation production might have demonstrated an increase in comprehension and appreciation when compared to students participating as audience members in the oral interpretation process. Lack of time spent in the experimental process appeared to cause some problems in the project, as did the testing tools. Research should be continued over a longer period of time. (Twenty-six tables of data are included; 29 references and 17 appendices including lesson plans, SMOG grading, the literature survey, and the third, fourth and fifth grade comprehension and appreciation pre- and post-tests are attached.) (PRA)

ED 336 779 CS 507 568

Drama 105, 205, 305.

Manitoba Dept. of Education and Training, Winnipeg.

Report No.—ISBN-0-7711-0940-7

Pub Date—90

Note—61p.

Pub Type—Guides—Classroom—Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Class Activities, Creative Expression, *Curriculum, *Drama, Foreign Countries, Secondary Education, State Curriculum Guides, Student Development

Identifiers—Canada, *Drama in Education, Manitoba

This 3-year drama curriculum is designed to promote awareness, foster development, and encourage the use of imagination, creativity, co-operation, self-discipline, analysis and synthesis, self-expression, self-confidence, responsibility, communication,

and cultural heritage. The curriculum is organized around a set of drama elements which are developed at different levels of complexity over the years: relaxing/energizing, concentration, content, seeing, listening, movement, talk/voice/speech, the group, acting out, design, and sound. The introductory course, Drama 105, aims to develop student awareness of the drama elements to enable fuller participation in and greater understanding of the drama experience. The intermediate course, Drama 205, continues to emphasize the elements and extends the experience to scripts and literature appropriate for dramatic interpretation. And the senior course, Drama 305, aims to increase students' control over artistic communication through synthesis of the elements. At this level, students plan and perform sustained, original creations using a variety of resources and formats. The curriculum's first section is an introduction which discusses rationale and goals, organization, texts, scope, and sequence of drama elements, evaluation, and drama facilities. The second section deals with the drama elements and sample activities, offering detailed activities for each of the levels. The third section offers sample units and lesson plans. An annotated bibliography of activity books, theory books, theater production books, play scripts, and other resources concludes the curriculum. (PRA)

ED 336 780 CS 507 573

Litterer, Judith K.

Building an Interdepartmental Major in Speech Communication.

Pub Date—Apr 91

Note—25p; Paper presented at the Annual Meeting of the Central States Communication Association (Chicago, IL, April 11-14, 1991).

Pub Type—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Degree Requirements, *Degrees (Academic), Higher Education, *Interdisciplinary Approach, Majors (Students), Program Descriptions, *Speech Communication, Undergraduate Students

Identifiers—Program Modification, *Saint Cloud State University MN

This paper describes a popular and innovative major program of study in speech communication at St. Cloud University in Minnesota: the Speech Communication Interdepartmental Major. The paper provides background on the program, discusses overall program requirements, presents sample student options, identifies ingredients for program success, discusses issues pertaining to program maintenance, and presents benefits of the program to both the student and the department. Appendices include 4 sample interdepartmental major programs with their related career goals, 8 lists of suggestions for choosing 32 credits in fields outside speech communication (such as public relations, human services, or business) for the interdepartmental major, and a list of requirements for various speech communication majors and minors at St. Cloud University. (SR)

ED 336 781 CS 507 574

McConnell, Shirley Drew Wilcox, James R.

Describing an Interpersonal Relationship: The Case Study Approach.

Pub Date—Apr 91

Note—9p; Paper presented at the Annual Meeting of the Central States Communication Association (Chicago, IL, April 11-14, 1991).

Pub Type—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Case Studies, Communication Research, Higher Education, *Interpersonal Communication, *Interpersonal Relationship, Speech Communication, *Speech Instruction, *Student Research

Advocating the case study method as a valuable learning tool in the study of interpersonal relationships, this paper discusses how case studies can be used as the major research project in interpersonal communication classrooms, requiring students to study the communication of an ongoing relationship for the course of the semester. Following a brief explanation of the case study method, the paper presents a detailed explanation of the case study research project, including a description of it, a discussion of research design, an outline of data collection techniques (including observations, interviews, surveys, and artifacts), a description of the final product, and project ground rules. The paper further discusses the advantages and disadvantages of case studies, and concludes that the case study method

is an extremely flexible method which allows for a variety of data sources, and which provides detailed information that enhances the understanding of the relationship under study. (SR)

ED 336 782 CS 507 576

Pruitt, Randall P.
Mr. Smith Goes to Washington: A Resource for Examining Ethical Leadership in Decision-Making.

Pub Date—Apr 91
Note—11p; Paper presented at the Annual Meeting of the Central States Communication Association (Chicago, IL, April 11-14, 1991).

Pub Type—Guides - Classroom - Teacher (052) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Class Activities, *Decision Making, *Ethics, *Film Study, Higher Education, *Leadership, *Speech Communication, Writing Assignments

Identifiers—Mr Smith Goes To Washington (Film), Speech Communication Education

One of the challenges of a communication instructor is how to initiate the discussion of ethics in the university classroom. The classic film, "Mr. Smith Goes to Washington," has proved a useful tool for initiating discussion of ethical decision-making in leadership. This film presents a young and idealistic leader of boy rangers who is appointed to the senate because he does not appear to be a threat to the graft of the state political machine. When he is framed for misconduct by one of the corrupt politicians, he holds a 23-hour filibuster prompting that politician to admit his guilt. The viewing of the film is preceded by a class session covering basic ethical positions such as the ethics of ends, means, the state, the marketplace of ideas, the situation, absolutism, legality, and what a person can get away with. The film can then be viewed and analyzed using instructional strategies such as: (1) giving the students a short questionnaire that deals with ethics and leadership, ethical dilemmas, and the relevancy of the movie to today's world; and (2) asking the students to generate their own list of questions about ethics and leadership. Both strategies are designed to act as a springboard for discussion. A third strategy is to assign a 5-page reaction-paper asking students to analyze the ethical position of one of the characters in the movie, and to discuss their personal positions on leadership and ethics. (PRA)

ED 336 783 CS 507 577

Strickland, Glen
Critical Thinking: The Importance of Teaching.

Pub Date—Apr 91
Note—7p; Paper presented at the Annual Meeting of the Central States Communication Association (Chicago, IL, April 11-14, 1991).

Pub Type—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Critical Thinking, *Decision Making, Higher Education, *Problem Solving, Student Needs, *Teacher Role, *Thinking Skills

Identifiers—Social Needs

Modern society is full of examples of people's inability to employ techniques of critical thinking in everyday situations. Learning to think critically is important because within this complex society, individuals are constantly placed into situations where difficult choices must be made. An ability to analyze critically available alternatives increases the probability that wise choices—or at least informed choices—will be made. The key to critical thinking is reasoning through alternatives with a positive problem-solving attitude. Educators can help students to improve their critical thinking processes by creating an atmosphere where students are free to ask questions, and by using methods of evaluation that are consistent with the principles of promoting critical thinking. Multiple choice, true/false, and fill-in-the-blank tests, for example, are not consistent with such principles. Teachers should structure thought-provoking questions that challenge students to employ methods of critical thinking. Finally, students must be taught to solve problems by: (1) stating the problem; (2) searching for the facts; (3) sifting the facts for important information; (4) soliciting ideas; and (5) selecting the best alternative. (PRA)

ED 336 784 CS 507 578

Proctor, Russell F., II
Do the Ends Justify the Means? Thinking Critically about "Twelve Angry Men."

Pub Date—14 Apr 91

Note—6p; Paper presented at the Annual Meeting of the Central States Communication Association (Chicago, IL, April 11-14, 1991).

Pub Type—Guides - Classroom - Teacher (052) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Class Activities, *Critical Thinking, *Decision Making, Film Study, *Group Behavior, *Group Discussion, Higher Education, *Interpersonal Communication, Persuasive Discourse, Thinking Skills

Identifiers—*Twelve Angry Men

The classic film, "Twelve Angry Men," where a lone dissenting jury member (Henry Fonda) implores his fellow jurors not to make a quick decision in a murder trial, is often cited as a resource for analyzing decision-making processes in groups. The film, used in group-process courses to show how conformity pressures can hamper effective decision-making, originally seemed to demonstrate that good triumphs over evil. Repeated viewings, however, showed that Fonda's logic was often poor, and that he too used group pressure to get his adversaries to capitulate. It demonstrated that persuasion in groups can take place through a variety of methods, and that Fonda's method is also worthy of critical scrutiny. Since students tended to resist strongly any criticism of the hero after seeing the movie, the following exercise was developed to enlist the students' assistance in developing a case against Fonda. Before viewing the movie, half of the class received a "Fonda the Hero" handout, and the other half, one on "Fonda the Villain." After the movie, the two groups were given time to construct arguments for a debate on the subject. What ensued was a heated discussion allowing the teacher to apply concepts from lecture material such as: critical thinking, ethics in persuasion, task and maintenance roles, perception, bases of power, defensive communication, and principles of argumentation and debate. (Two handouts, "Fonda the Hero" and "Fonda the Villain," are attached.) (PRA)

ED 336 785 CS 507 579

Schnell, Jim
Using C-SPAN as a Research Tool To Analyze Cross-Cultural Relations.

Pub Date—[91]

Note—6p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Communication Research, *Cross Cultural Studies, *Curriculum Enrichment, Foreign Countries, Higher Education, *Mass Media Use, Research Methodology, Research Opportunities, Television Research

Identifiers—C-SPAN

C-SPAN (Cable-Satellite Public Affairs Network) can be used for communications oriented research. A research project on reactions in the United States to the Chinese pro-democracy movement shows the use of C-SPAN as a representative forum. Primary funding for the project was obtained through grants from C-SPAN. Twenty-one C-SPAN programs since 1987 (relevant to the Chinese pro-democracy movement and encompassing a variety of program types) were viewed and analyzed for high context/low context messaging. Chinese speakers typically use high context channels of communication that tend to be less direct and heavily reliant on nonverbal messages, while American speakers typically use low context channels that tend to be more direct and based on literal verbal statements. (Cross-cultural misunderstanding can easily occur when interactants use different channels on this continuum.) Findings from this analysis can benefit student understanding in a variety of courses in the communication arts curriculum including mass media, persuasion, and interpersonal communication. (Two addresses are attached for those interested in obtaining more information.) (SR)

ED 336 786 CS 507 580

Proceedings of the Annual Meeting of the Association for Education in Journalism and Mass Communication (74th, Boston, Massachusetts, August 7-10, 1991). Part I: Media and Law, Section A.

Association for Education in Journalism and Mass Communication.

Pub Date—Aug 91

Note—397p; For other sections of these proceedings, see CS 507 581-596.

Pub Type—Collected Works - Proceedings (021)

EDRS Price - MF01/PC16 Plus Postage.

Descriptors—*Civil Liberties, Civil Rights Legisla-

tion, Constitutional Law, Court Litigation, Error Correction, *Federal Regulation, *Government Role, Higher Education, *Legal Problems, Libel and Slander, *Mass Media, *Mass Media Role, Media Research, Public Opinion
Identifiers—Collaborative Writing, *Media Government Relationship, Mill (John Stuart), Press Responsibility

Section A of the Media and Law section of these proceedings contains the following 11 papers: "The Record of the Rehnquist Court on Freedom of Expression" (F. Dennis Hale); "An Examination of the FCC's Minority and Gender Licensing Policies" (Howard Kleiman); "Exploring the Possibilities of an International Right of Correction" (Karen E. Kline); "Access to Civil Discovery Materials" (Hosoon Chang); "The Public v. the U.S. Supreme Court and Newspaper Editors: Attitudes toward Libel" (Elizabeth K. Hansen and Roy L. Moore); "Congress and the FCC: An Analysis of Congressional Hearings on Nominations of FCC Commissioners" (Haeeyon Kim); "First Amendment Theories and Press Responsibility: The Work of Thomas Emerson, Zechariah Chafee, Vincent Blasi and Edwin Baker" (Elizabeth Blanks Hindman); "Mandatory Use of Recycled Newsprint: A Constitutional Analysis" (Cathy Packer and Shannon Martin); "Barnes v. Glen Theatre Inc.: The Supreme Court Considers Dressing Nude Barroom Dancers in the First Amendment" (Linda Lumsden); "A Bill of Rights on Collaborative Authorship: Harriet Hardy and John Stuart Mill Controvert Ideas of Rights and Liberty" (Beverly G. Merrick); and "Milton, Mill, Meiklejohn, and the Marketplace: Mixing the Metaphors of the First Amendment" (Marc Charisse). (PRA)

ED 336 787 CS 507 581

Proceedings of the Annual Meeting of the Association for Education in Journalism and Mass Communication (74th, Boston, Massachusetts, August 7-10, 1991). Part II: Media and Law, Section B.

Association for Education in Journalism and Mass Communication.

Pub Date—Aug 91

Note—494p; For other sections of these proceedings, see CS 507 580-596.

Pub Type—Collected Works - Proceedings (021)

EDRS Price - MF02/PC20 Plus Postage.

Descriptors—*Citizen Participation, *Civil Liberties, Computers, Court Litigation, Elementary Secondary Education, Federal Regulation, Higher Education, Journalism History, *Legal Problems, *Mass Media, *Mass Media Role, Media Research, *News Reporting

Identifiers—Digital Retouching (Photography), Hazelwood School District v. Kuhlmeier, Legal Precedents, Legal Rights

Section B of the Media and Law Section of these proceedings contains the following 12 papers: "Media Access to Civil Court Records" (Bill Loving); "Radio and TV Marti: Search for a First Amendment Theory of Government Expression in the Marketplace of Ideas" (Tim Gallimore); "Freedom of Expression and the American Mind: Hazelwood in Action in Pennsylvania" (Stephen G-M. Shenton and Jeffrey T. Bitzer); "SLAPPs and the Suppression of Public Participation: The Implications for the First Amendment and Public Relations" (W. Timothy Coombs); "Selective Silence: Major American Media and First Amendment Challenges" (Kathleen Bartzan Culver); "Metro Broadcasting v. FCC: U.S. Supreme Court Affirms FCC's Minority Preference Policies" (Sigman L. Splichal); "The Legacy of 'Hazelwood School District v. Kuhlmeier': The Supreme Court Further Narrows First Amendment Protection of Student Expression in Public Schools" (Arthur David Peppard); "The Courts and 'Titticut Follies': A Case Study in Privacy v. Public Interest" (Tory Read); "Federalism and Press Freedom: Immuno A.G. in Historical Perspective" (James Parramore); "The CNN/Noriega Tapes Case and Prior Restraint Doctrine: An Ominous Shift?" (Sigman L. Splichal and Matthew D. Bunker); "Computer Technology v. Laws on Access" (Sandra Davidson Scott); and "Legal Ramifications of Electronic Imaging in Newspapers" (Greg Peters). (PRA)

ED 336 788 CS 507 582

Proceedings of the Annual Meeting of the Association for Education in Journalism and Mass Communication (74th, Boston, Massachusetts, August 7-10, 1991). Part III: Society and Mass Media.

Association for Education in Journalism and Mass Communication.

Pub Date—Aug 91

Note—438p; For other sections of these proceedings, see CS 507 580-596.

Pub Type—Collected Works - Proceedings (021)
EDRS Price - MF01/PC18 Plus Postage.

Descriptors—Audience Response, Civil Liberties, Ethics, Federal Regulation, Higher Education, Interpersonal Communication, *Mass Media, *Mass Media Role, Media Research, *News Reporting, Periodicals, Photojournalism, Risk, Salary Wage Differentials, *Social Attitudes, *Social Influences

Identifiers—Business Media Relationship, Crisis Management, Recession

The Society and Mass Media section of the proceedings contains the following 16 papers: "The Relationship of Mass Media and Interpersonal Channels to Societal and Personal Risk Judgments" (Cynthia-Lou Coleman); "Freedom of Expression: How Much Will the Public Tolerate?" (Daniel Riffe and Charles F. Aust); "Economic Recession and the News" (Robert L. Stevenson and others); "Sources, Quotas, and Civil Rights: The Press and the Civil Rights Act of 1990" (Carol M. Liebler); "News Sources and News Context: The Effect of Routine News, Conflict, and Proximity" (Dan Berkowitz and Douglas W. Beach); "Audience Recall of News Stories Presented by Newspaper, Computer, Television and Radio" (Melvin DeFleur and others); "Mass Media Salary and Status Surveys Fail to Reflect Magazine Research through 1989" (Sammye Johnson); "The Third-Person Effect and Support for Restrictions on Pornography" (Albert C. Gunther); "All the News That's Fit to Sell: Selection Bias in Commercial News Organizations" (John McManus); "The Cracked Mirror: An Imperfect Case of Press Self-Examination" (Fiona A. E. McQuarrie); "The Media and Covenant House: Did the Dream End in a Nightmare?" (Phyllis Zagano); "To Tell the Truth: Codes of Objectivity in Photojournalism" (Dona Schwartz); "News Council Complainers: Who Are They and What Do They Want?" (Louise Williams Hermanson); "Allegations about Sexually Explicit Materials and Attitudes toward Controversial Media Contents" (David K. Perry and Joseph Plumley); "Gender-Based Differences in Attitudes towards Stories: An Examination of Maryland Editors" (Donna M. Bertazzoni); and "On Naming Rape Victims: How Editors Stand on the Issue" (Samuel P. Winch). (PRA)

ED 336 789 CS 507 583

Proceedings of the Annual Meeting of the Association for Education in Journalism and Mass Communication (74th, Boston, Massachusetts, August 7-10, 1991). Part IV: Politics and Mass Media.

• Association for Education in Journalism and Mass Communication.

Pub Date—Aug 91

Note—366p; For other sections of these proceedings, see CS 507 580-596.

Pub Type—Collected Works - Proceedings (021)
EDRS Price - MF01/PC15 Plus Postage.

Descriptors—Agenda Setting, Cognitive Processes, Editorials, Higher Education, *Mass Media, Mass Media Effects, *Mass Media Role, Mass Media Use, Media Research, *News Reporting, Periodicals, Photojournalism, *Political Attitudes, *Political Campaigns, Sex Bias, Trend Analysis

Identifiers—Business Media Relationship, Jackson (Jesse)

The Politics and Mass Media section of the proceedings contains the following 14 papers: "Voter Learning in the 1990 Off-Year Election: Did the Media Matter?" (David Weaver and Dan Drew); "Televized Political Conventions as Pseudo-Events: Proposals for More Substantive Campaign Coverage in 1992" (John M. Arwood); "Media Agenda-Setting and Priming in a Double-Crisis Period: A Time Series Analysis" (Jian-Hua Zhu); "Coverage of the 1988 Presidential Campaign in Time," "U.S. News and World Report," and "Newsweek" (Mark Popovitch and others); "Coverage of the 1988 Presidential Campaign by Three Global Elite Newspapers" (Mark Popovitch and Sandra Moriarty); "Visual Images of U.S. Politicians Presented in Weekly News Magazines" (Jisuk Woo); "Analyzing Newspaper Editorials: Are the Arguments Consistent?" (David Boycink); "Covering the Capitol: Is Gender an Issue?" (Dianne Lynch-Paley); "Expertise, Affect, and Political Information Processing" (Mei-Ling Hsu); "Trust in Government and Active

Participation: The Role of Media Use, Ideology, Personality, and Political Interest in the Democratic Urge" (Oscar H. Gandy, Jr.); "Corporations, the News Media and Other Villains within Jackson's Rhetorical Vision" (Linda Florence Callahan); "The Seven Dwarfs and Other Tales: How the Press Covered the 1988 Democratic Primaries without a Frontrunner" (Thomas J. Johnson); "Making the Product and Reading the Text: Politics, Culture and Media Studies" (Mark Schulman); and "Political and Social Views of Mass Communicators: A Study of Radio and Television General Managers and News Directors" (Jeremy Harris Lipschultz and Michael L. Hilt). (PRA)

ED 336 790 CS 507 584

Proceedings of the Annual Meeting of the Association for Education in Journalism and Mass Communication (74th, Boston, Massachusetts, August 7-10, 1991). Part V: The Business of Mass Media.

Association for Education in Journalism and Mass Communication.

Pub Date—Aug 91

Note—331p; For other sections of these proceedings, see CS 507 580-596.

Pub Type—Collected Works - Proceedings (021)
EDRS Price - MF01/PC14 Plus Postage.

Descriptors—*Business Administration, Cable Television, Decision Making, *Economic Factors, Federal Regulation, Higher Education, Journalism History, *Marketing, *Mass Media, Media Research, Newspapers, Ownership, Policy Formation, *Political Influences, Publishing Industry, Trend Analysis

Identifiers—Deregulation, *Media Business Relationship

The Business of Mass Media section of the proceedings contains the following 13 papers: "Management in Transition at the Rocky Mountain News" (Jim Redmond); "The Rise and Fall of the Distress Sale: A Strange Case of Comparative Broadcast Policy-Making" (Alan G. Stavitsky); "Journalists' Assessment of Group Ownership and Their Newspapers' Local News and Editorial Performance" (David C. Coulson); "The Seattle Star and the Newspaper Guild Strike of 1937: A Case Study in the Political Economy of Newspaper Competition" (Roger Simpson); "Bertelsmann in the U.S.A.: How a German Media Mogul Became America's Largest Book Publisher" (Toni Heinzl and Robert L. Stevenson); "Monopoly vs. Efficiency vs. Diversity: Market Structure Analysis of Basic Cable Industry" (Kak Yoon); "The Use of Coercive Conduct by Newspapers to Enhance Their Competitive Position against Shared Mail" (Ken Smith); "Artifactual Decision Processes in Complex Media Organizations: A Multimethod Assessment of Process Correspondence" (Derek R. Allen); "Media Management Trends in the 1990s" (E. R. Worthington); "Television Journalists' Perceptions of Group Ownership and Their Stations' Local News Coverage" (David C. Coulson and Scot Macdonald); "The U.S. Television Syndication Industry: An Examination of Market Operations" (Sylvia M. Chan-Olmsted); "Big Snowballs on Big Hills: Escalation Theory in Media Management" (Fiona A. E. McQuarrie); and "Station Trafficking in Radio: The Impact of Deregulation" (Benjamin J. Bates). (PRA)

ED 336 791 CS 507 585

Proceedings of the Annual Meeting of the Association for Education in Journalism and Mass Communication (74th, Boston, Massachusetts, August 7-10, 1991). Part VI: Technology and the Mass Media.

Association for Education in Journalism and Mass Communication.

Pub Date—Aug 91

Note—528p; For other sections of these proceedings, see CS 507 580-596.

Pub Type—Collected Works - Proceedings (021)
EDRS Price - MF02/PC22 Plus Postage.

Descriptors—Advertising, Court Litigation, Databases, Higher Education, *Information Technology, Information Transfer, *Journalism, *Mass Media Effects, *Mass Media Role, *Mass Media Use, Media Research, Photography, *Technological Advancement, Visual Aids

Identifiers—*Digital Retouching (Photography), Typography

The Technology and the Media section of the proceedings contains the following 18 papers: "What's Wrong with This Picture?: Attitudes of Photographic Editors at Daily Newspapers and

Their Tolerance toward Digital Manipulation" (Shiela Reaves); "Strategies for the Analysis of Large-Scale Databases in Computer-Assisted Investigative Reporting" (Margaret H. DeFleur); "Advanced Promotion Technologies' Complete Promotion Delivery System: Is It a 'Leading Indicator' of Advertising and Sales Promotion Trends for the Nineties and Beyond?" (Barry M. Foskitt); "Origins of the Garamond Style: The Roman Types of Simon de Colines" (Kay Amert); "New Imaging Technologies: Is the Print News Industry Adopting a Credibility Pandora's Box?" (Danal Terry); "Uses of Communication Technologies in America's Courtrooms" (Sherrie L. Wilson); "Commercial Database Use in the Newsroom" (Cynthia De Riemer); "Calling Up Cyberspace: On the Threshold of Telecommunications Research" (Richard H. Cutler); "The Effectiveness of Sidebar Graphics" (Douglas B. Ward); "The Application of Publication to New Information Transfer Technologies" (Elizabeth K. Viall); "Assessing the Impact of Microcomputers on Magazine Design" (Patsy Guenzel Watkins); "The Effects of Data Complexity and Display Efficiency on Time Spent Reading Statistical Information in Text, Tables, and Graphs" (James D. Kelly); "Technical and Policy Issues Concerning Access to the Geosynchronous Orbit and Radio Frequency Spectrum" (Ted Carlin); "Toward a Theory of Picture Editing and Use in Printed Publication" (John C. Peterson); "The Computerization of Television Newsrooms: A Case Study" (Richard C. L'Amie); "Facsimile Newspapers—A Changing Medium in a Changing Market" (Ray Laakaniemi); "Proceeding to Pagination: Ontario Newspaper Editors Assess New Technology" (Catherine McKercher); and "The Role of Telegraphy in the Development of Radio Sportscasting: The Case of Baseball" (J. Steven Smethers and Lee Jolliffe). (PRA)

ED 336 792 CS 507 586

Proceedings of the Annual Meeting of the Association for Education in Journalism and Mass Communication (74th, Boston, Massachusetts, August 7-10, 1991). Part VII: Journalism and Media History, Section A.

Association for Education in Journalism and Mass Communication.

Pub Date—Aug 91

Note—479p; For other sections of these proceedings, see CS 507 580-596.

Pub Type—Collected Works - Proceedings (021)
EDRS Price - MF01/PC20 Plus Postage.

Descriptors—Higher Education, *Journalism History, *Mass Media Role, *Mass Media Use, Media Research, *News Reporting, Ownership, *Periodicals, Photojournalism, *Political Influences, Religious Organizations, School Desegregation, Trend Analysis

Identifiers—Business Media Relationship, Journalism Research, Media History, National Geographic, Women Journalists

Section A of the Journalism and Media History section of the proceedings contains the following 16 papers: "Covering the 'World's Most Famous' Trial: An Examination of the Choices Made by Georgia Reporters" (Gregory C. Lisby and Linda L. Harris); "Market Segmentation and Political Capital as Supports for Newspaper Partisanship: The Partisan Press in Detroit, 1865-1900" (Richard L. Kaplan); "Mary Marvin Breckenridge Patterson: Case Study of One of 'Morrow's Boys'" (Maurine H. Beasley); "Two Religious Magazines Report on South's First Public School Desegregation" (June N. Adamson); "The Roots of the Trade Press: The American Railroad Journal and the Professionalization of an Industry, 1832 to 1840" (Kathleen L. Endres); "Eugene V. Smalley and the 'Northwest Magazine': A 'Shill' for the Northern Pacific's Land Department or a Force for Community Building in the Northwest?" (Myron K. Jordan); "Catholics, the Catholic Press, and Communism: From Recognition to Cold War" (Gregory D. Black); "The Life Cycle of National Geographic Magazine" (Meredith Ogburn); "An Institution of the Historical Public Sphere: The 'Independent' in the Progressive Era" (James Boylan); "Reflections on Realities and Possibilities: Women's Lives in New Republic Periodicals" (Karen K. List); "An Analysis of the Failure of 'Flair' Magazine" (Patricia Prijatel and Marcia Prior-Miller); "Child Care for Rosie the Riveter and the United Nations: Images of Innovation and Visions for the Future in Popular Magazines 1941-1949" (Rose M. Kundaian); "Worcester Magazine: A Scrappy Fighter" (Elinor Kelley Grusin and Dru Riley Everts); "Edes' Boston Gazette and

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the Bill of Rights: Trumpeter of Sedition Ends on a Quieter Note" (Dru Riley Evars and Elinor Grusin); "This Paper is Owned by Many Thousands of Workingmen and Women: Contradictions of a Socialist Daily" (Jon Bekken); and "The Role of the Nonpartisan Leader Newspaper during the Nonpartisan League Organization Years, 1915-1916" (John Anderson). (PRA)

ED 336 793 CS 507 587

Proceedings of the Annual Meeting of the Association for Education in Journalism and Mass Communication (74th, Boston, Massachusetts, August 7-10, 1991). Part VIII: Journalism and Media History, Section B.

Association for Education in Journalism and Mass Communication.

Pub Date—Aug 91

Note—454p.; For other sections of these proceedings, see CS 507 580-596.

Pub Type—Collected Works - Proceedings (021) EDRS Price - MF01/PC19 Plus Postage.

Descriptors—Broadcast Journalism, Comics (Publications), Federal Regulation, Feminism, Foreign Language Periodicals, Higher Education, Historiography, *Journalism History, *Mass Media Effects, *Mass Media Role, Media Research, *News Reporting, Oral History, Photojournalism, Public Opinion, Radio, Standards, Television

Identifiers—*Media History

Section B of the Journalism and Media History section of the proceedings contains the following 14 papers: "Rethinking the Questions: An Essay on Writing Journalism History from a Feminist Perspective" (Agnes Hooper Gottlieb); "International Standards for Journalists: The Activities of the Press Congress of the World, 1921-26" (Ulf Jonas Bjork); "The Old and the New in Photojournalism History" (Charles Lewis); "An Exemplary Lady of the Press: Isabel Ross Engenders a Bill of Rights for Newspaperwomen on the Male-Dominated City Desk of the 1920s" (Beverly G. Merrick); "Conflicting Advice: Parents, the Popular Press and the Comic Book Controversy, 1948-1954" (Amy Kiste Nyberg); "May the Good News Be Yours: Ralph Renick & Florida's First TV News (WTVJ, Miami, 1949-1957)" (S. L. Alexander); "Close and Objective Decisions: The Discourse of Documentary Professionalism at the Major Networks, 1955-65" (Michael Curtin); "Emerging Voices: The Multi-Levelled Process of Public Opinion in the Montgomery Bus Boycott" (Frank Durham); "The Sta-Shine Case, 1931-1932: A Neglected Chapter in the Evolution of U.S. Broadcast Regulatory Doctrines" (Andrew Feldman); "From 'System' to 'Culture': Histories of Public Communication, and the Unfinished Agenda" (James F. Hamilton); "A History of Public Opinion Polls in the Mass Media" (Kevin L. Keenan); "Who Said Lee de Forest Was the 'Father of Radio'?" (Stephen L. W. Greene); "The Foreign-Language Press in America: A Historiographic Analysis" (Catherine Cassara); and "Songs My People Sang: Canadian Victorian Labour Journalism and the Oral Tradition" (David Ralph Spencer). (PRA)

ED 336 794 CS 507 588

Proceedings of the Annual Meeting of the Association for Education in Journalism and Mass Communication (74th, Boston, Massachusetts, August 7-10, 1991). Part IX: International Media.

Association for Education in Journalism and Mass Communication.

Pub Date—Aug 91

Note—535p.; For other sections of these proceedings, see CS 507 580-596.

Pub Type—Collected Works - Proceedings (021) EDRS Price - MF02/PC22 Plus Postage.

Descriptors—Censorship, Content Analysis, *Developing Nations, *Foreign Countries, Higher Education, *International Communication, Mass Media Role, Media Research, Privatization, Programming (Broadcast), Television, *Television Viewing, *Videotape Recorders

Identifiers—International News, Journalism Research, *Media Coverage, Political Advertising, Rhetorical Strategies, Television News

The International Media section of the proceedings contains the following 17 papers: "West German Media Coverage of the United States and Soviet Union, 1983-1988" (Jeffrey L. Griffin); "Shakti: The Power of the Mother. The Violent Nurturer in Ancient Indian Text and Modern Commercial Cinema" (Jawahara K. Saidulla); "Telecommunications, Consumerism and Third World

Development: The Role of Television in Brazilian Industrialization under Military Rule" (Erik A. Stilling); "The Privatization of TFI, France's Oldest Television Network" (Alvi McWilliams); "Development Journalism, Development Communication and Distance Education: A Clarification of Constructs in Development Research" (Kuldip R. Ramal); "The Impact of International Telecommunications on Developing Countries" (Peng H. Ang); "A Comparison of Televised International and Foreign News according to the Political Prominence of Four Western Countries" (Michel Dupagne); "The Ivorian State and Cultural Imperialism through Television" (Mitchell Land); "Coverage of Sub-Sahara Africa by Four Soviet Dailies, 1979-1987: A Content Analysis" (Festus Eribo); "New World Information and Communication Order Issues in Latin America" (Bruce Garrison and Michael B. Salwen); "Frit Danmark and the Development of Denmark's Resistance Movement" (Nathaniel Hong); "Four East European Broadcasting Systems: The Final Days" (Milton Hollstein); "Information Flows, Power, and a Modest Proposal for Development Communications" (Nancy Brendlinger); "Will All the Censors of Nigerian Press Please Stand Up?" (Chris W. Ogbonah); "Soviet Life Magazine and Soviet-American Detente" (Allen W. Palmer and Kai Terri); "The Impact of the Home Video Cassette Recorder on Egyptian Film and Television Consumption Patterns" (Hussein Y. Amin and Douglas A. Boyd); and "Political Issues and Visual Rhetoric: Television Advertising in Hungary's First Free Election" (Shay Sayre). (RS)

ED 336 795 CS 507 589

Proceedings of the Annual Meeting of the Association for Education in Journalism and Mass Communication (74th, Boston, Massachusetts, August 7-10, 1991). Part X: United States Coverage of International News.

Association for Education in Journalism and Mass Communication.

Pub Date—Aug 91

Note—459p.; For other sections of these proceedings, see CS 507 580-596.

Pub Type—Collected Works - Proceedings (021) EDRS Price - MF01/PC19 Plus Postage.

Descriptors—*Agenda Setting, Comparative Analysis, *Foreign Countries, Higher Education, Mass Media Role, Media Research, *News Reporting, *Photojournalism, Sex Differences, Terrorism Identifiers—Gulf War, *International News, Journalism Research, Journalists, *Media Coverage, News Sources, Newsweek, Television News, Text Factors

The United States Coverage of International News section of the proceedings contains the following 15 papers: "TV News and U.S. Public Opinion about Foreign Countries: The Impact of Exposure and Attention" (Hollis A. Semetko and others); "The World of U.S. Network Television News: Eighteen Years of Foreign News Coverage" (William J. Gonzalez and others); "Eye on Soweto: A Study of Factors in News Photo Use" (Sue O'Brien); "The Influence of Text and Graphics in Increasing Understanding of the Context of Foreign News" (Jeffrey L. Griffin and Robert L. Stevenson); "Enduring Image of War: Analysis of a 'Newsweek' Cover" (Jack Lule); "Determinants of International News Reporting in the U.S." (Ali N. Mohamed); "The Agenda-Setting Effects of International News Coverage: An Examination of Differing News Frames" (Wayne Wanta and others); "Western and Third World Readers' Interest in Negative News" (Anju Grover Chaudhary); "Content, Geography, and Source Consonance among the U.S. Networks in Foreign News Coverage" (Jyoti Ramaprasad); "Comparative Analysis of Reporters by Gender on CNN World Report" (Mercedes K. Morris Garcia); "U.S. Newsmagazines Cover the Ethiopian Famine, 1983-86" (Andrea Gary and Anne Cooper); "Press Support for the U.S. Administration during Periods of External Conflict: A Test of Three Theories" (Sonia Gutierrez-Villalobos and others); "Desert Storm and the Tundra Telegraph: Information Diffusion in a Media-Poor Environment" (Larry Pearson); "News Media in the Persian Gulf War: Increased Use and Learning Effects" (Zhongdang Pan and others); and "The Agenda-Setting Effects of Terrorism" (John W. Williams). (RS)

ED 336 796 CS 507 590

Proceedings of the Annual Meeting of the Association for Education in Journalism and Mass

Communication (74th, Boston, Massachusetts, August 7-10, 1991). Part XI: China and the Media.

Association for Education in Journalism and Mass Communication.

Pub Date—Aug 91

Note—247p.; For other sections of these proceedings, see CS 507 580-596.

Pub Type—Collected Works - Proceedings (021) EDRS Price - MF01/PC10 Plus Postage.

Descriptors—Comparative Analysis, Correlation, *Cultural Influences, Facsimile Transmission, Foreign Countries, Foreign Students, Higher Education, *Mass Media Effects, Media Research, *News Reporting, *Photojournalism, Political Attitudes, Political Influences, Television Viewing Identifiers—*China, *Media Coverage

The China and the Media section of the proceedings contains the following seven papers: "Impact of U.S. Culture on Political Attitude of Students from People's Republic of China" (Xinshu Zhao and Yu Xie); "Facsimile in Revolution and Sun Tzu's 'The Art of War'" (Kurt Kent and Xuejun Yu); "Newspaper Photography in China" (Keith R. Kenney); "Production and Selection of Chinese Newspaper Photographs" (Keith R. Kenney); "Chinese Students' American Television Uses and Their Acceptance of American Values: A Correctional Analysis" (J. J. Jaw); "Factors Influencing Cross-National News Treatment of a Critical National Event: A Comparative Study of Six Countries' Media Coverage of the 1989 Chinese Student Demonstrations" (Shujen Wang); and "The Rational vs. Irrational Public: Modeling Media Effects in the People's Republic of China" (Xinshu Zhao and others). (RS)

ED 336 797 CS 507 591

Proceedings of the Annual Meeting of the Association for Education in Journalism and Mass Communication (74th, Boston, Massachusetts, August 7-10, 1991). Part XII: Health, Science, and the Environment.

Association for Education in Journalism and Mass Communication.

Pub Date—Aug 91

Note—414p.; For other sections of these proceedings, see CS 507 580-596.

Pub Type—Collected Works - Proceedings (021) EDRS Price - MF01/PC17 Plus Postage.

Descriptors—*Acquired Immune Deficiency Syndrome, Communication Research, *Environmental Education, Health Education, Higher Education, *Mass Media Role, Media Research, *Newspapers, Occupational Safety and Health, *Programming (Broadcast), Radio

Identifiers—Greenhouse Effect, Health Communication, Journalism Research, *Media Coverage, News Sources, *Science News

The Health, Science, and the Environment section of the proceedings contains the following 14 papers: "Privacy and the AIDS Crisis: Newspaper Practices Regarding Obituaries and Outings" (Joseph Bernt and Marilyn Greenwald); "Testing Truths about Science and the Mass Media: The Case of Cold Fusion" (Bruce V. Lewenstein and others); "Comparison of 'The New York Times' and 'Science's' Coverage of the Birth of Modern Atomic Theory: 1896-1922" (Erik Larson); "Women, Minorities, and AIDS: An Analysis of Issue-Responsive Programming among Philadelphia, Pennsylvania Commercial Radio Stations, 1989-1990. A study by the Philadelphia Lesbian and Gay Task Force" (Roger N. Johnson and others); "News Sources and Power Elites in Newspaper Coverage of the Exxon Valdez Oil Spill" (Conrad Smith); "Routinization, Cooptation and Conflict: Environmental Stories in Two Agricultural Magazines" (Douglas Blanks Hindman); "Whose Public Interest? A Study of Attention to Women, Minorities and AIDS in Issue-Responsive Commercial Television Programming, 1986-1988. A study by the Philadelphia Lesbian and Gay Task Force" (Rita Adessa and others); "The National Press and Carpal Tunnel Syndrome: A Significant Silence in Occupational Health Coverage" (Barbara Zang); "Environmental Movements and the Public Sphere: The Role of Alternative Media for the Creation of an Alternative Public Sphere" (Gudula Feichtinger); "Predicting Interest in Science and Quasi-Science Newspaper Stories" (Michael A. Shapiro and Saul Sarabia); "Mass Media and the Third AIDS Epidemic: AIDS Knowledge and Acceptance in a Rural Area" (William R. Elliot and others); "Between Facts and Values: Print Media Coverage of the Greenhouse Effect, 1987-1990"

(Lee Wilkins); "Knowledge Gap Effects: Audience and Media Factors in Alcohol-Related Health Communications" (Fred Zandpour and Anthony R. Fellow); and "The Smoking and Health Issue in the Daily Press: Influence of the Regional Economy, the Tobacco Institute, and the Objectivity Routine" (C. Kevin Swisher and Stephen D. Reese). (RS)

ED 336 798 CS 507 592

Proceedings of the Annual Meeting of the Association for Education in Journalism and Mass Communication (74th, Boston, Massachusetts, August 7-10, 1991). Part XIII: Studies on Television.

Association for Education in Journalism and Mass Communication.

Pub Date—Aug 91

Note—433p.; For other sections of these proceedings, see CS 507 580-596.

Pub Type—Collected Works - Proceedings (021)

EDRS Price - MF01/PC18 Plus Postage.

Descriptors—Adolescents, Ethics, Higher Education, Ideology, Interpersonal Relationship, Mass Media Role, News Reporting, *Racial Bias, Risk, Secondary Education, Soap Operas, Television Research, *Television Viewing

Identifiers—Journalists, Local News, Media Coverage, Prime Time Television, *Television News

The Studies on Television section of the proceedings contains the following 16 papers: "Television and the Cultivation of Perceptions about Racial Integration" (Paul Delva and others); "Breaking the News: The Ideology of Television News" (Paul Belgrade); "Whittle's Channel One and CNN's Newsroom: A Systematic Pilot Study of Teen-Oriented News Content" (Kathleen L. Endres and others); "Television News and Entertainment Exposure, Educational Experiences, and College Students' Race-Related Beliefs: Material Factors and Symbolic Racism" (G. Blake Armstrong); "Television Reality and Experience in Constructing Social and Personal Estimates of Risk" (Michael A. Shapiro); "Adolescents' Interpretations of Male-Female Relationships in a Soap Opera" (Kim Walsh-Childers); "Television and Crime Coverage: A Comparison of the Attitudes of News Directors and Victim Advocates" (Tommy Thomason and Paul LaRocque); "Cultivation and Exposure to Television Following the 1989 Loma Prieta Earthquake" (John E. Newhagen and Marion Lewenstein); "Television and the Family: A Qualitative Study" (Charles Lewis); "Women Correspondents' Visibility on the Network Evening News" (Joe S. Foote); "Do Television Characters Reflect Reality? Analyses of Prime Time Characters" (Coral M. Ohl and Prudence C. Faxon); "Television News Consultants: Exploration of Their Effect on Content" (Betsey Peale and Mark Harmon); "Lying in Prime Time: Ethical Egoism in Situation Comedies" (Larry Z. Leslie); "Journalists' Perceptions of News Selection in Local Television: A Q-Methodology Study" (Dan Berkowitz); "Negativity and Visualization as Criteria for News Selection in Local Television Newscasts" (Stephen C. Coon and Eric Hing-Tat Tse); and "A Model of Job Satisfaction in Local Television Newsrooms" (Angela Powers and Stephen Lacy). (RS)

ED 336 799 CS 507 593

Proceedings of the Annual Meeting of the Association for Education in Journalism and Mass Communication (74th, Boston, Massachusetts, August 7-10, 1991). Part XIV: Advertising.

Association for Education in Journalism and Mass Communication.

Pub Date—Aug 91

Note—261p.; For other sections of these proceedings, see CS 507 580-596.

Pub Type—Collected Works - Proceedings (021)

EDRS Price - MF01/PC11 Plus Postage.

Descriptors—*Advertising, Audience Response, *College Faculty, Course Descriptions, Food, Freedom of Speech, Graphic Arts, Higher Education, Job Satisfaction, Mastery Learning, Media Research, Presidential Campaigns (United States), Privacy, Sexuality, *Television

Identifiers—*Advertising Industry

The Advertising section of the proceedings contains the following 11 papers: "How to Systematically Design and Develop a Mastery-Based Advertising Skills Course" (Elaine L. Wagner and Andrea T. Smith); "Tolerance for Television Advertising" (W. James Potter and Walter Gantz); "Quenching the Thirst for Personal Information: Advertising Practices vs. Consumer Privacy" (Glen J. Nowak and Joseph Phelps); "Advertising's Defense of Its First Amendment Rights" (John H.

Crowley); "Exploring a Relationship between Attitude toward Advertising and Customer Satisfaction" (John H. Crowley and James V. Pokrywczynski); "Profiling Today's Advertising Faculty" (Keith F. Johnson and Billy I. Ross); "A Proposed Policy Framework for the Presentation of Food Advertising on Children's Television in America" (Judy L. Foster); "A Comparison of Sexuality in Sunday Pro Football and Rest-of-Week National Advertising" (Daniel Riffe and others); "The Economics and Practice of Barter Advertising" (Sylvia M. Chan-Olmsted); "Effect and Effectiveness of 'Negative' Advertising in the 1988 Presidential Campaign" (Pama A. Mitchell); and "Job Satisfaction among Advertising Professors" (John C. Schweitzer and James L. Marra). (SR)

ED 336 800 CS 507 594

Proceedings of the Annual Meeting of the Association for Education in Journalism and Mass Communication (74th, Boston, Massachusetts, August 7-10, 1991). Part XV: Public Relations.

Association for Education in Journalism and Mass Communication.

Pub Date—Aug 91

Note—453p.; For other sections of these proceedings, see CS 507 580-596.

Pub Type—Collected Works - Proceedings (021)

EDRS Price - MF01/PC19 Plus Postage.

Descriptors—*Careers, Communication Research, Computer Software, *Ethics, Freedom of Speech, Fund Raising, Higher Education, *Lying, Marketing, Media Research, *Organizational Communication, *Public Relations, Risk, School Business Relationship, Student Attitudes

Identifiers—Communication Strategies, Crisis Management

The Public Relations section of the proceedings contains the following 14 papers: "Telling the Truth in Public Relations: An Application of the Narrative Paradigm" (Stephen P. Banks); "Teaching Fund Raising in Public Relations Programs: A National Study of the Attitudes and Behaviors of Educators" (Kathleen S. Kelly); "The Effect of World View on Public Relations Theory and Practice" (James E. Grunig and Jon White); "Spill: Using Software Scenarios to Teach Corporate Crisis Communication" (Carole Gorney); "Momentum Estimation: A Methodological Case Study of Perceptions in an Organization" (William J. Gonzenbach); "Risk Messages for the Rebel: Hypotheses from Four Focus Groups" (M. A. Ferguson and J. M. Valenti); "Public Relations Expression and the First Amendment: Exploring the Boundaries of Protection" (Dulcie Murdoch Straughan); "Optimal Public Relations and School-Business Partnerships" (Sam E. L. McBride); "Students' Perceptions of Careers in Public Relations" (Cathy Coleman Morton); "How Journalists and Public Relations Practitioners Define Lying" (Michael Ryan and David L. Martinson); "Perceptions of Public Relations Practitioners Held by PR and Non-PR Majors" (Edward Johnson and Deems Brooks); "When Marketing Imperialism Matters: An Examination of Marketing Imperialism at the Manager Level" (Martha M. Lauzen); "The Truth about Lying: Public Relations Curricula Strengths" (Donna Besser Stone); and "The Value of Veracity in Public Relations" (Donna Besser Stone). (SR)

ED 336 801 CS 507 595

Proceedings of the Annual Meeting of the Association for Education in Journalism and Mass Communication (74th, Boston, Massachusetts, August 7-10, 1991). Part XVI: Miscellaneous Studies, Section A.

Association for Education in Journalism and Mass Communication.

Pub Date—Aug 91

Note—430p.; For other sections of these proceedings, see CS 507 580-596.

Pub Type—Collected Works - Proceedings (021)

EDRS Price - MF01/PC18 Plus Postage.

Descriptors—Equal Opportunities (Jobs), Freedom of Speech, Higher Education, Homosexuality, *Instructional Improvement, *Job Satisfaction, Journalism, Journalism Education, *Lecture Method, Mass Media Role, Mass Media Use, Media Research, Promotion (Occupational), Readability, *Semiotics, Young Adults

Identifiers—*Journalists, Media Coverage, Mennonites, Wedding Photography

Section A of the Miscellaneous Studies section of the proceedings contains the following 17 papers: "Readability Reconsidered: A Study of Reader Reactions to Differences in Fog Indexes" (Katherine

C. McAdams); "Country and Nostalgia: Space and Time in Magazine Journalism" (Allen W. Palmer); "Images and Descriptions: A Semiotic Analysis of Specialty Fashion Catalogs for Non-Standard Women" (Anna Banks and Linda Coulter); "The Production of Meaning in Wedding Photography" (Charles Lewis); "The Sound of Fact" (Patricia Westfall); "Newspapers and Citizenship: Young Adults' Subjective Experience of the Newspaper Form" (Kevin G. Barnhurst and Ellen Wartella); "Mennonite Culture and Communication: How Media Use Shapes Identity" (Sharon Hartin Iorio); "Daily Newspaper Coverage of the Gay and Lesbian Community: Perceptual Differences of Senior Editors and their Gay and Lesbian Staffers" (Joseph Bernt and Marilyn Greenwald); "Predictors of Job Burnout in Reporters and Copy Editors" (Betsy B. Cook and Steven R. Banks); "Predictors of Job Satisfaction among Black Journalists" (Sharon Bramlett-Solomon); "The Experiences of Female Journalism Graduates in the Canadian Labour Market: A Longitudinal Assessment" (Fiona A. E. McQuarrie); "Differences at Work and at Home: Factors in Career Advancement by Male and Female News Directors" (Kimberly K. Burks and Vernon A. Stone); "Teaching Freedom of Speech in the Large Lecture Classroom" (Joel Geske); "Overcoming the Drawbacks of the Large Lecture Classroom" (Joel Geske); "Media Frames: Approaches to Conceptualization and Measurement" (James W. Tankard, Jr. and others); "The Impact of Prior Beliefs and Disclosure of Methods on Perceptions of Poll Data Quality and Methodological Discounting" (Daniel M. Merkle); and "World without Rebellion: Life of the Working-Class Women in Popular Culture" (Eung-Sook Kim). (SR)

ED 336 802 CS 507 596

Proceedings of the Annual Meeting of the Association for Education in Journalism and Mass Communication (74th, Boston, Massachusetts, August 7-10, 1991). Part XVII: Miscellaneous Studies, Section B.

Association for Education in Journalism and Mass Communication.

Pub Date—Aug 91

Note—528p.; For other sections of these proceedings, see CS 507 580-595.

Pub Type—Collected Works - Proceedings (021)

EDRS Price - MF02/PC22 Plus Postage.

Descriptors—Citizenship Education, Communication Research, *Ethics, *Feminism, Higher Education, Journalism Education, Media Research, Models, News Media, Pornography, Racial Bias, *Reading Habits, Research Design, Student Publications, Writing Difficulties

Identifiers—Journalism Research, Newspaper in Education Program, News Topics, Popular Music, Visual Thinking

Section B of the Miscellaneous Studies section of the proceedings contains the following 16 papers: "Ethics-Is It on the Media's Agenda: A Content Analysis of Three Trade Magazines" (Steven R. Snyder and Roxanne Buchanan); "Blacks, Whites and Read All Over: Ending Slurs on Newspaper Use by Race" (Gerald Stone); "Ethics in Journalism: A Lens Model Analysis of Student Judgments" (Karen J. Christy); "From the Cradle to the Grave: The Unfulfilled Bill of Rights Reflected in the Hidden Dialogue of 'Everywoman'" (Beverly G. Merrick); "The Writing Problems of Visual Thinkers" (Gerald Grow); "American Communication Researchers Respond to Raymond Williams" (Bonnie Brennan); "The Shared Goals of Social Studies and Scholastic Journalism: Enhancing the Environment and Effectiveness of Citizenship Education" (Thomas Eveslev); "Regulating High School Publications after 'Hazelwood': An Inclusive Model" (Kathy Brittain McKee); "The World at Home: Geographic Proximity as a Factor in Reading Interest" (Robert L. Stevenson and Dulcie M. Straughan); "Exploring New Directions for Journalism Education: The Program at Ithaca College" (John L. Hochheimer); "Fad Stories: A Study of the Life Cycle of Trendy Newspaper Topics" (Valarie A. Basheda); "The Ideology of Pornography: Portrayals of Female Sexuality in Pornographic Novels" (Robert Jensen); "A Field Study of Newspaper in Education's Impact in Cultivating Future Newspaper Readers" (Gerald C. Stone and Elinor Kelly Grusin); "Casualty: A Moral Paradigm for Journalists" (David Boeyink); "Exposure Effects and Affective Responses to Music" (James E. Brentar and Kimberly A. Neuen-dorf); and "Framing the News: A Methodological Framework for Research Designs" (David R. Thompson). (SR)

ED 336 803 CS 507 597

Kamalipour, Yahya R.

Methods of Assessing Internship Performance.

Pub Date—Apr 91

Note—18p.; Paper presented at the Annual Meeting of the Central States Communication Association (Chicago, IL, April 11-14, 1991).

Pub Type—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Higher Education, *Internship Programs, *Mass Media, *Organizational Communication, Program Descriptions, *Public Relations, Speech Communication, Student Evaluation, Student Experience

Identifiers—*Purdue University Calumet IN

This paper describes a student internship program available to students majoring in public relations, radio-television, or organizational communication at Purdue University Calumet in Hammond, Indiana, through which an average of 10 students per semester (since 1986) have interned at a variety of broadcast and business institutions. The paper outlines the internship program, discussing requirements, credits, work hours, procedures to obtain an internship, student and faculty obligations, performance assessment, and grading. The paper concludes that: (1) internships can be an invaluable learning tool allowing college students to apply theory and practice learned in the classroom to actual work situations; and (2) a successful internship program requires a strong commitment from everyone involved, and is based upon a well-organized, clearly defined, and carefully monitored procedure. Appendixes contain a list of internship requirements, an application, an internship agreement, and a final internship evaluation. (SR)

ED 336 804 CS 507 603

Gallagher, Jeanne And Others

Ph.D. Programs in the Central States Communication Association: A Quantitative Analysis.

Pub Date—Apr 91

Note—11p.; Paper presented at the Annual Meeting of the Central States Communication Association (Chicago, IL, April 11-14, 1991).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Communication Research, *Doctoral Programs, Graduate Students, Higher Education, *Mass Media, *Speech Communication

Identifiers—Central States Speech Association, *Communications Curriculum

A study compared Ph.D. programs in communication in the Central States Region. Fourteen colleges and universities responded to a 17-item questionnaire. Results indicated: (1) there were half as many Ph.D. as Masters degree students; (2) half of the Ph.D. students were residents of the state in which they attended school; (3) the average ratio of students to faculty was 3 to 1; (4) the average time for completing the Ph.D. was 5 years; (5) the average time limit for completion of the degree was 6.6 years; (6) the average required grade point average was a B, and most graduates averaged an A-; (7) 60% of the Ph.D. students had teaching assistantships available to them, the average assistantship lasted 3.5 years and the average stipend was \$7,995.54 per year; (8) most assistantships were in research, forensics, and teaching; (9) the average cost per credit hour was \$114.33; (10) the areas of concentration offered in Ph.D. programs included research, education, forensics, rhetoric, interpersonal, intercultural, organizational, and mass communication; and (11) most Ph.D. students go on to teach at the college level. (A tabulation of questionnaire results is attached.) (PRA)

ED 336 805 CS 507 605

DeCotis, John

Insuring a Quality Education for Your Children: A Guide for Parents.

Pub Date—89

Note—27p.

Available from—John DeCotis, 210 Stonewall Ave., Fayetteville, GA 30214 (\$1.00).

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Educational Quality, Elementary Secondary Education, Parent Participation, *Parent Role, *Parent School Relationship, *Parent Student Relationship, Public Schools, Whole Language Approach

Identifiers—*Communication Context

This booklet offers parents an overview of the elements crucial for a good education, with the intention of motivating them to take an active role in their children's education. The booklet's 21 sections are as follows: (1) What is an education? (2) Why get a good education? (3) What composes a good education? (4) Is communication important? (5) What can be done at home? (6) Can computers be helpful? (7) Can television be helpful? (8) Can too much pressure be detrimental? (9) Are private schools a good alternative? (10) What is Special Education and what services does it offer? (11) What are Talented and Gifted programs? (12) Who determines curricula in public schools? (13) What are standardized tests and why are they given? (14) How are public schools accredited? (15) Should schools teach higher order thinking skills or facts and information? (16) Are the fine arts and physical education an essential part of a "good" education? (17) What are developmental education and developmental teaching strategies? (18) What is the "whole language" approach to reading? (19) What will the school of the future be like? (20) What is the answer? and (21) Thoughts for the future. (SR)

ED 336 806 CS 507 606

Petelle, John L. And Others

Uncertainty in the Work-Place: Hierarchical Differences of Uncertainty Levels and Reduction Strategies.

Pub Date—May 91

Note—40p.; Paper presented at the Annual Meeting of the International Communication Association (41st, Chicago, IL, May 23-27, 1991).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Communication Research, *Employee Attitudes, *Employer Attitudes, Employer Employee Relationship, *Interpersonal Communication, *Organizational Communication, Work Environment

Identifiers—Communication Behavior, *Communication Strategies, *Uncertainty Reduction

A study examined the uncertainty levels and types reported by supervisors and employees at three hierarchical levels of an organization: first-line supervisors, full-time employees, and part-time employees. It investigated differences in uncertainty-reduction strategies employed by these three hierarchical groups. The 61 subjects who completed surveys included employees and supervisors of a local restaurant franchise in the midwest which had recently undergone several organizational changes due to the sale of a major portion of its franchise to a national corporation. Results indicated that hierarchical differences did exist in task uncertainty, but not in organizational or relational uncertainty. In addition, the three groups were generally more Action-type than Inaction-type oriented in their selection of reduction strategies. There were no significant differences between groups regarding strategy selection for task uncertainty. However, part-time employees and supervisors differed in their selection of strategies for reducing organizational uncertainty, and full-time employees and supervisors differed in their selection of strategies for reducing relational uncertainty. (Six tables of data are included; 48 references are attached.) (Author/SR)

ED 336 807 CS 507 608

Ray, Rebecca L.

Communication in Corporate Settings: Trends for the 21st Century—The Effect of Presentation Skills Training.

Pub Date—26 Apr 91

Note—12p.; Paper presented at the Annual Meeting of the Eastern Communication Association (Pittsburgh, PA, April 25-28, 1991).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150) — Guides - General (050)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Communication Skills, *Employee Attitudes, Futures (of Society), *Job Performance, Organizational Communication, *Personnel Evaluation, *Professional Training

Identifiers—Communication Context, Training Needs

Because of increased competition and a need for retaining and retraining valued employee in a shrinking industrial labor pool, there is a growing need for presentation skills training. Analysis of theories of adult learning, training styles, training formats, and practical experience in the field suggests that the most effective training format for presenta-

tion skills training is individualized, private coaching sessions held over a several month period, rather than group seminars held by large training firms. One of several models that has proved effective begins with a brief group session during which an overview of presentation skills and the format of individual sessions are given. Participants then schedule private 90-minute sessions with the instructor over a 2 to 3 month period. In each session the trainee delivers a brief prepared business presentation which is videotaped and evaluated. This approach is more effective than large group sessions because learning is active and there is a direct correlation to the working world. The effectiveness of this approach can be measured in several ways: the improved attitude and confidence level of participants, increased sales or clients, subsequent training sessions, and individuals who seek additional opportunities to give public presentations. In the 1990s, the need for presentation skills training will only grow and require more trainers to enter the field. Business will spend money to train valued employees because it is less costly, in the final analysis, than to hire new recruits. Companies are beginning to believe that those with superior communication skills rather than technological skills will be the companies on the cutting edge. (PRA)

EA

ED 336 808 EA 022 891

Challenges for Tennessee Public Education: Working Together toward the Twenty-First Century. Annual Joint Report on Preschool through Graduate Education in Tennessee.

Tennessee State Board of Education, Nashville.

Pub Date—25 Jan 91

Note—34p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Educational Assessment, Educational Needs, *Educational Objectives, *Educational Planning, Elementary Secondary Education, Excellence in Education, Higher Education, Master Plans, *Outcomes of Education, *Statewide Planning

Identifiers—*Tennessee

The status of Tennessee public education from preschool through graduate school is summarized in this joint report. Following an introduction, the report describes the state's readiness for learning and working, changes necessary for the 1990s, goals and plans for the future, expected results, and leadership challenges. Appendixes contain requirements for the annual joint report, state high school graduation requirements, course requirements for university admission, national goals, the state master plan and objectives, state higher education master plan and objectives, and state planning documents. Three tables are included. (LMI)

ED 336 809 EA 023 122

Winterburn, Roy, Ed.

Realizing Human Potential.

Association for Educational and Training Technology, London (England).

Report No.—ISBN-0-89397-406-4; ISSN-0141-5956

Pub Date—91

Note—314p.; Proceedings of the Annual Meeting of the Association for Educational and Training Technology (25th, London, England, April 9-12, 1990).

Journal Cit—Aspects of Educational and Training Technology; v24 1991

Pub Type—Collected Works - Proceedings (021) — Collected Works - Serials (022)

EDRS Price - MF01/PC13 Plus Postage.

Descriptors—Competence, Computer Assisted Instruction, *Computer Uses in Education, *Educational Media, Elementary Secondary Education, Evaluation Methods, Experiential Learning, *Humanistic Education, *Humanization, *Human Resources, Technology Transfer

Proceedings of the 25th annual conference of the Association for Educational and Training Technology, based on the theme of realizing human potential, are presented in this book. Fifty articles by international participants are included in sections that cover: (1) issues related to the meanings, quality, and evaluation of competence; (2) the contribution of experiential learning to realizing potential; (3) the teaching and learning of mathematics; (4)

computer as aids to realizing potential; (5) the use of technology; and (6) human aspects of educational technology. References and tables accompany the articles. (LMI)

ED 336 810 EA 023 143

Rucci, Richard B.

Dealing with Difficult People: A Guide for Educators.

Pub Date—91

Note—81p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Administrator Effectiveness, Communication Skills, *Conflict Resolution, *Educational Administration, Elementary Secondary Education, *Intergroup Relations, *Leadership Styles, Parent Grievances, Parent Teacher Conferences, *Public Relations, Supervisory Methods, Teacher Administrator Relationship.

Guidelines for improving educators' leadership styles in interacting and communicating with difficult people are described in this paper. Part 1, an introduction, discusses general conflict management techniques for teachers and administrators, some of which include problem prevention, listening, and understanding verbal/nonverbal messages. Suggestions for administrators in dealing with teachers, parents, Asian and other minority parents, and students are presented in the second part. Part 3 addresses teachers' relationships with parents, peers, administrators, and students, providing strategies for the parent-teacher conference and dealing with drop-in and minority parents. The conclusion offers 10 recommendations based on shared communication and consistent leadership. (40 references) (LMI)

ED 336 811 EA 023 147

The 15-Day Attendance Policy. Final Evaluation. Mount Diablo Unified School District, Concord, Calif.

Pub Date—May 90

Note—73p.

Pub Type—Reports - Evaluative (142) — Tests/Questionnaires (160)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Attendance, High Schools, *Positive Reinforcement, *Program Evaluation, *School Policy, Student Attitudes, *Teacher Attitudes, *Truancy

Identifiers—*Mount Diablo Unified School District CA

During the 1985-86 school year, Mt. Diablo High Schools (Concord, California) implemented a new attendance policy requiring that any student with 15 days of absence (including excused) would receive a failing grade. Since then, half of the district's six high schools have adopted alternative attendance programs. In 1990, Northgate and College Park High Schools adopted a policy failing a student after 7 days of unexcused absence per semester. Although the program has worked well at Northgate, numerous computer problems at College Park have made the program unpopular with staff and many parents. Whereas Northgate students' attendance improved with the program, absences at College Park increased when compared to prior years. The district as a whole has experienced minimal improvement in average attendance rate during the past 4 years. After reviewing the data from this and two earlier attendance policy evaluations, the following recommendations were made: (1) eliminate the 15-day policy; (2) adopt a new policy that does not penalize students for legal absences; (3) strengthen staff development in classroom strategies promoting attendance; (4) send a letter to truants of more than 4 days; (5) continue to improve the School Attendance Review Board; (6) review computer support prior to policy changes; and (7) urge all counselors to follow the district's comprehensive guidance program. Appendices contain a survey of school attendance policies; compulsory attendance rules and forms; a 1986 summary report on the 15-day policy; College Park and Northgate's attendance policies; the status of prior recommendations; and administrator, parent, and teacher opinion surveys. (MLH/Author)

ED 336 812 EA 023 193

Dove, Ronald G., Jr.

Acorns in a Mountain Pool: The Role of Litigation, Law and Lawyers in Kentucky Education Reform.

Prichard Committee for Academic Excellence, Lexington, KY.

RIE FEB 1992

Spons Agency—Andrew W. Mellon Foundation, New York, N.Y.

Pub Date—91

Note—70p.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Court Litigation, *Educational Improvement, Elementary Secondary Education, *Lawyers, Political Influences, *Politics of Education, *School Restructuring, Social Change, State Action, *State Courts

Identifiers—*Kentucky Education Reform Act 1990

Following the Kentucky Supreme Court's 1989 ruling that declared the state's common school system unconstitutional, lawyers and educators sued the state legislature for failure to provide an efficient school system. The role of litigation and lawyers in Kentucky education reform is examined in this paper. Part 1 describes how a group of lawyers and educators collaborated to win the case. Part 2 assesses the role of nonlegal factors, such as publicity and public support, political connections and status, and public perception of the lawsuit. The multiple roles played by lawyers in the process are examined in the third part. A conclusion is that the litigation outcome was a result of legal, social, and political forces meeting at the right time in history. Lawyers played crucial roles in enhancing legitimacy, providing effective navigation through the courts, drafting legislation, and monitoring the Education Reform Act of 1990. (308 endnotes) (LMI)

ED 336 813 EA 023 200

Rigden, Diana W.

Business/School Partnerships: A Path to Effective School Restructuring.

Council for Aid to Education, New York, NY.

Pub Date—91

Note—66p.

Available from—Publications Department, Council for Aid to Education, 51 Madison Avenue, Suite 2200, New York, NY 10010 (\$15.00 prepaid).

Pub Type—Reports - Evaluative (142) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Change Strategies, *Cooperative Programs, *Corporate Support, *Educational Cooperation, Elementary Secondary Education, Program Development, School Based Management, *School Business Relationship, *School Restructuring

Identifiers—*Partnerships in Education

General guidelines for companies interested in supporting school-based restructuring are offered in this booklet. Following a brief review of the nature and types of partnerships, chapter 2 examines partnerships within the context of school restructuring outcomes and identifies some essential components for developing a reform-model partnership. Three examples of corporate reform-model partnerships are described as illustrations of the development process in chapter 3, focusing on program similarities and potential difficulties. Chapter 4 discusses the five steps of the development process: agreement on specific goals; development of strategies for involvement; identification of costs; assessment and evaluation; and management of the partnership relationship. A recommendation is made for considering the implementation strategy in context, recognizing local needs and politics. Overall reform principles, however, remain constant for formulating general guidelines. An enclosure provides a graph of strategies for involvement. A list of 18 suggested readings is included. (LMI)

ED 336 814 EA 023 228

Brown, Brenda B.

Supporting Teachers in a Multicultural School Environment: An Analysis of the Role of a Staff Developer.

Pub Date—Apr 91

Note—41p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Cross Cultural Training, Curriculum Development, Elementary Secondary Education, Ethnic Relations, *Multicultural Education, Program Implementation, Social Integration, *Staff Development, Teacher Education, *Teacher Role, Urban Schools

Empirical data on the explicit and implicit roles played by staff developers in structuring a multicultural

staff development program for teachers are presented in this paper. Methodology involved participant observation; document and content analyses; a teacher survey; and seven interviews with school district administrators, principals, subject area coordinators, staff developers, and teachers in an urban school system implementing a multicultural curriculum program in grades 4-8. Findings indicate that despite institutional and personal barriers, staff developers played significant roles in conducting demonstration lessons, linking curriculum and staff development, and maintaining teacher interest. A paradigm for integrating staff and curriculum development is developed, based on the following recommendations: clearly defined expectations; requirements for multicultural teaching in teacher evaluation; coordination at the state, district, and school levels; provision of long-term fiscal support; and periodic evaluation. One figure illustrating the paradigm is included. Appendices outline the philosophy and goals of multicultural education. (59 references) (LMI)

ED 336 815 EA 023 244

Carter, Beverly

The Stanford/Schools Collaborative: Building an Inquiring Community of Practitioners and Researchers.

Pub Date—91

Note—25p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).

Pub Type—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*College School Cooperation, *Cooperative Planning, *Educational Cooperation, Elementary Secondary Education, Higher Education, *Networks, Professional Development, *Shared Resources and Services

The Stanford/Schools Collaborative is a program of the School of Education at Stanford University and offers a variety of opportunities for partnership between the university and local school districts. The first and network of professional educators. The next section discusses the creation of a computer bulletin board and its usefulness in addressing five challenges to collaborative arrangements—identifying and recruiting participants; building a professional community; introducing and sustaining parity and reciprocity; finding resources; and harnessing collaboration for problem solving. A conclusion is that collaboration is a difficult process that requires cooperation and shared responsibility and authority. However, it promises to enhance leadership at every level, change participants' assumptions and aspirations, and contribute to understanding of organizations. Appendices describe the Stanford/Schools Collaborative activities and small grants awarded. One figure is included. (22 references) (LMI)

ED 336 816 EA 023 245

Bascia, Nina

The Trust Agreement Projects: Establishing Local Professional Cultures for Teachers.

Pub Date—91

Note—24p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).

Pub Type—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Agency Cooperation, Collective Bargaining, Cooperative Planning, *Cooperative Programs, *Educational Innovation, Elementary Secondary Education, *Labor Relations, *Teacher Employment, *Unions

Identifiers—*California, *Trust Agreements

Trust agreements are cooperative arrangements supported by the school district and teachers' union leadership to promote local educational reforms. The ability of trust agreements to establish local professional cultures that support innovative teaching in California is examined in this paper. Included are: (1) an outline of the logic that links labor relations with conceptions of teaching and the organization of teachers' work; (2) a description of the impact of trust agreements on the support for and substance of teaching that considers the role of teacher leadership opportunities; and (3) an identification of factors that limit program expansion and the development of new professional cultures. (30 references) (LMI)

ED 336 817 EA 023 247

Rose, Janet Godin, Donn

Merging Traditional Evaluation and Research Functions.

Pub Date—91

Note—8p; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Change Strategies, *Computer System Design, *Computer Uses in Education, Database Design, Databases, Data Processing, Elementary Secondary Education, Graduation Requirements, *Program Evaluation, Student Educational Objectives, *Student Records

Identifiers—*Charleston County School District SC

The Charleston County School District's efforts to increase the percentage of students meeting high school graduation requirements at the appropriate age and the percentage of students who graduate within 6 years of entry into grade 9 require a well-designed plan for monitoring their success. Evaluation of those efforts depends upon the use of several databases, including multiyear districtwide demographics information and suspension, dropout, and attendance reports. In order to meet the demands of processing the computer databases, changes, such as moving from a computer leasing service to district-owned system, were made in the district's computer processing capacity. (EJS)

ED 336 818 EA 023 264

Quinn, Nancy W. Quinn, C. William

A Profile of Selected Demographic, Economic and Educational Characteristics of the North Central Region, 1990.

North Central Regional Educational Lab., Elmhurst, IL

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—90

Contract—400-86-0004

Note—248p.

Available from—Publications, North Central Regional Educational Laboratory, 1900 Spring Road, Suite 300, Oak Brook, IL 60521 (Order No. DEM-090; \$24.95).

Pub Type—Reports - Descriptive (141) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Demography, *Educational Economics, Elementary Secondary Education, Population Distribution, Population Trends, Racial Composition, *Rural Population, *State Norms, *Statewide Planning, *Urban Demography

Identifiers—Illinois, Indiana, Iowa, Michigan, Minnesota, Ohio, United States (North Central), Wisconsin

A detailed regional profile that compares rural and urban populations of seven North Central states (Illinois, Indiana, Iowa, Michigan, Minnesota, Ohio, and Wisconsin) is presented in this report. Following an overview of the report, sources, and definitions, the next eight sections discuss the region as a whole and each of the seven states by demographics, economics, education systems, and issues in state school planning. The primary data base is the U.S. Department of Commerce census. (LMI)

ED 336 819 EA 023 265

Mayeski, Fran

Moving Toward Effective Teacher Empowerment through Improved Decision Making at a Secondary School in Wyoming.

Pub Date—Apr 91

Note—301p; Requirement for Ed.D. degree, Nova University.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Collegiality, *Decision Making Skills, Evaluation Utilization, High Schools, *Participative Decision Making, Problem Solving, *Professional Development, *Teacher Participation

Identifiers—*Wyoming

A project to increase group decision making at a Wyoming secondary school is described in this practicum report. The intervention was designed to improve the group decision-making skills of members of the faculty advisory council and of department chairs. A skill development model based on training, practicing, monitoring, receiving feedback, and coaching was developed. Significant gains, as measured by the z test of proportions, were made in faculty acceptance of group decisions and in identification of decision-making processes before taking action. Chi square analysis that compared consistency in articulating role expectations before and after intervention indicated significant improvement. Department chairs who did not participate in the model regressed in their assumptions of task initiation functions. Another outcome was a significant improvement in the faculty's perception of the principal's effectiveness on the self-evaluation tool that originally had been a primary indicator of the need for intervention. Nineteen tables and 35 figures are included. Appendices contain journal entries, correspondence, interview notes, and survey responses. (70 references) (LMI)

fiction of decision-making processes before taking action. Chi square analysis that compared consistency in articulating role expectations before and after intervention indicated significant improvement. Department chairs who did not participate in the model regressed in their assumptions of task initiation functions. Another outcome was a significant improvement in the faculty's perception of the principal's effectiveness on the self-evaluation tool that originally had been a primary indicator of the need for intervention. Nineteen tables and 35 figures are included. Appendices contain journal entries, correspondence, interview notes, and survey responses. (70 references) (LMI)

ED 336 820 EA 023 266

New Directives in School Performance: The Legislature as Advocate and Guarantor. Report of the Joint Committee on School Performance to the Seventeenth Alaska Legislature.

Alaska State Legislature, Juneau.

Pub Date—Jan 91

Note—241p; Includes Executive Summary.

Pub Type—Legal/Legislative/Regulatory Materials (090) — Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Accountability, Educational Equity (Finance), *Educational Improvement, *Educational Quality, Elementary Secondary Education, Excellence in Education, Outcomes of Education, *School Effectiveness, *State Legislation, *State Standards

Identifiers—*Alaska

In its enabling legislation, the Alaska Joint Committee on School Performance was instructed to identify and recommend those subjects for priority legislative attention that might lead to improved school performance. The Committee's study found that inadequate school performance can be attributed to the following needs: (1) stricter school district accountability; (2) encouragement of greater local participation in school affairs at the community or building level; (3) interagency coordination of services, funding equity, equal opportunity, professional development, and school district organization. Recommendations are made in the areas of accountability; incentive grants and local participation; health and family services programs; early childhood and parenting education; school finance and governance; professional development; program definition and curricula; and research, evaluation, and dissemination. Two tables, six figures, and a separate executive summary are included. Appendices contain the first report of the committee, "Excellence in School Performance," (January 1990), state outcomes and standards for student performance, the CS House Bill 470, state statutes and the public school foundation program, property tax law, the Alaska Association of School Administrators education foundation funding proposal, a review of education legislation in other states, and an essay by the director of the Senate's special committee on school performance. (32 references) (LMI)

ED 336 821 EA 023 268

New York State Educational Programs That Work. Sharing Successful Programs, 1990 Edition.

New York State Education Dept., Albany.

Pub Date—90

Note—81p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Elementary Secondary Education, Excellence in Education, *Information Dissemination, Information Networks, Program Development, *Program Effectiveness, Program Implementation, *State Programs, *Validated Programs

Identifiers—*New York

Sharing Successful Programs (SSP) is a national dissemination process for validating, sharing, and implementing successful educational programs. It offers effective strategies for educational improvement by sharing validated programs and provides a cost-effective way for school districts to duplicate validated programs in accordance with their needs and resources. "Validated" refers to approval of the project by the New York State Education Department. Four stages are described: development, validation, demonstration, and replication. Contents of this booklet include a description of the SSP concept, process, and rules for validation; steps for program replication; a list of regional facilitators; program profiles of 44 active validated state programs, some of which are also validated by the National Diffusion Network; and a list of validated programs no longer actively disseminating information. Also included are a cross-referenced summary chart of all programs by audience and content and an index of programs listed by content areas. (LMI)

tional Diffusion Network; and a list of validated programs no longer actively disseminating information. Also included are a cross-referenced summary chart of all programs by audience and content and an index of programs listed by content areas. (LMI)

ED 336 822 EA 023 269

Commissioner's Report to the Education Committees of the Senate and General Assembly on Violence and Vandalism in the Public Schools of New Jersey for the Period July 1, 1989 to June 30, 1990.

New Jersey State Dept. of Education, Trenton.

Report No.—FTM-1031.00

Pub Date—Apr 91

Note—45p; For previous report, see ED 321 380.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Annual Reports, Crime, Elementary Secondary Education, *Public Schools, Records (Forms), Records Management, *School Safety, *School Vandalism, *State Action, Substance Abuse, *Violence

Identifiers—*New Jersey

New Jersey Law requires the Commissioner of Education to monitor the incidence of violence and vandalism in the public schools. Presented in this commissioner's report are summaries of district incident reports for the 1989-90 school year and comparisons with prior years (1984-89). The aggregated annual data exclude causes and circumstantial specifics and are reported under three subheadings: vandalism, violence, and substance abuse. Findings indicate a 17 percent reduction in the total number of reported incidents from the previous year, although changes in reporting methods may have been a factor. Vandalism was the most prevalent form of disruption, followed by violence and substance abuse. The most frequent school response was suspension. State programs established in response are described, such as those for alternative education, substance abuse and intervention, and excellence in education. Recommendations are made for community and interagency cooperation, citywide communication, extracurricular activities, a positive and clearly defined discipline policy, and a district prevention plan. Appendices include the public school safety law, report forms, reporting instructions, definitions, a directory of regional curriculum services units, a list of department publications, and State Board resolutions. (LMI)

ED 336 823 EA 023 270

Voices from the Field: 30 Expert Opinions on America 2000. The Bush Administration Strategy to "Reinvent" America's Schools.

Institute for Educational Leadership, Washington, D.C.; William T. Grant Foundation, Washington, DC. Commission on Work, Family, and Citizenship.

Pub Date—Apr 91

Note—65p.

Available from—William T. Grant Foundation Commission on Work, Family, and Citizenship, 1001 Connecticut Avenue, N.W., Suite 301, Washington, DC 20036-5541 (\$3.00).

Pub Type—Collected Works - General (020)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Accountability, *Competition, Cultural Differences, *Educational Change, Educational Quality, Elementary Secondary Education, Government Role, Poverty, *School Choice, *School Restructuring, Testing Problems

Identifiers—*America 2000, *Bush Administration

"America 2000," President Bush's national strategy for "Reinventing America's Schools" is evaluated by 30 invited experts in the following papers: "Bottom-up Reform From the Top Down" (John E. Chubb); "Would Choice + Competition Yield Quality Education?" (Richard F. Elmore); "The Federal Education Role Comes of Age" (Denis P. Doyle); "Choice, Testing and the Re-election of a President" (Gary Orfield); "Must We Reinvent the Schools?" (Gerald N. Tirozzi); "Scapegoating the Schools" (George Kaplan); "The Educational Equivalent of War?" (Michael D. Usdan); "Measuring Schools Is Not the Same as Improving Them" (Linda Darling-Hammond); "The Many-Sided Dilemmas of Testing" (Jeannie Oakes); "A Case of Misplaced Emphasis" (Michael Timpane); "Testing, Testing, One, Two, Three..." (Marshall Smith); "On Teacher Accountability" (Arthur E. Wise); "Effective Policies to Help Youth" (James E. Rosenbaum); "Seven Large Questions For America 2000's Authors" (Harold Howe II); "Widening, Not Narrowing, the Gap" (Jose A. Cardenas); "Where's

The Carrot? Where's The Stick?" (Siobhan O. Nicolau); "Ignoring Social Dynamite Primed to Explode" (Bernard C. Watson); "Educating the New American Student" (Anne C. Lewis); "Scenes From The New American Civil War" (Joan Lipsitz); "Toward A Focused Research Agenda" (Michael W. Kirst); "The Essential Federal Role" (Gordon Ambach); "Reform Without A Supportive Policy System Can't Succeed" (Susan H. Fuhrman); "Where's the Community in America 2000?" (Milbrey W. McLaughlin); "Fix the Kids or Fix the Institutions?" (Sid Gardner); "Ignoring the Lessons of Previous School Reform" (Edward J. Meade, Jr.); "Steering Backward to 2000" (William W. Wayson); "Politics and Performance: Airing Some Nettle Issues" (Thomas Toch); "A Mixed Bag for Adult Education" (Forrest P. Chisman); "Cracks in the Foundation" (Joan L. Wills); and "Taking Aim: Making the Nation Smarter" (Thomas G. Sticht). (AA)

ED 336 824 EA 023 271

A New Compact for Learning: A Partnership To Improve Educational Results in New York State. New York State Education Dept., Albany. Office of Elementary, Middle and Secondary Education. Pub Date—Jul 91

Note—21p.

Pub Type—Reports—Research (143)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Community Involvement, *Educational Cooperation, *Educational Objectives, *Educational Philosophy, *Educational Principles, Elementary Secondary Education, Excellence in Education, Institutional Role, School Restructuring, Social Responsibility, *State Action

Identifiers—New York

New York's "New Compact for Learning" in public elementary middle, and secondary schools is described in this booklet. Educational principles and strategic objectives are described, as well as the roles and responsibilities of the state, students, parents, teachers, support staff, principals, school district administrators, community, and institutions of higher education, culture, and business. Components of the compact include a focus on results, promotion of local initiatives, and empowerment of participants at all levels. (LMI)

ED 336 825 EA 023 274

Kazlauskas, Edward John. Picus, Lawrence O. A Systems Analysis Approach To Selecting, Designing and Implementing Automated Systems: Administrative Uses of Microcomputers in Schools.

Association of School Business Officials International, Reston, VA.

Report No.—ISBN-0-910170-58-4

Pub Date—90

Note—133p.

Available from—Publications, Association of School Business Officials International, 11401 North Shore Drive, Reston, VA 22090 (\$30.00 prepaid; \$5.00 postage and handling on billed orders).

Pub Type—Guides—Non-Classroom (055)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Computer Software, Computer Software Development, Computer Software Selection, Computer Uses in Education, Data Processing, Elementary Secondary Education, *Management Information Systems, *Microcomputers, *School Administration, *Systems Analysis, *Systems Development

An introduction to the use of computers for educational administrative purposes is offered in this book, which presents basic systems methodologies which can be used for selecting and designing computer applications. Traditional systems analysis techniques are used to illustrate the design of microcomputer applications at the school and district level, specifically, to identify needs and design a strategy to meet those needs. Following an introductory chapter, chapter 2 defines the concept of a "systems study." A systems approach to goal achievement is advocated to help school managers maintain control in increasingly complex school systems. The following chapters offer detailed discussions of the steps involved in a good systems analysis, such as preliminary, input and output, and processing analyses; alternatives and applications; selection and design; implementation and management; and administrative issues and strategies. A selected list of 48 readings on instructional and ad-

ministrative computing is offered. Appendices contain directories and descriptions of selective educational administrative software systems and other software cited in the text. (LMI)

ED 336 826 EA 023 276

In-School Suspension Program. Thomas County Schools, Thomasville, GA.

Pub Date—Apr 91

Note—17p.

Pub Type—Reports—Evaluative (142)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Behavior Problems, *Discipline, *Discipline Policy, *Discipline Problems, *In School Suspension, Intermediate Grades, *Sanctions, Secondary Education

Identifiers—*Thomas County School District GA The in-school suspension program (ISS) for grades 6-12 in Thomas County, Georgia, is described in this report. The program retains students in school, offers individual help, and provides the opportunity to stay on task. During the suspension period, students are placed in individualized carrels in the suspension center and must complete coursework prior to return to class. The report describes the program's history, rules, construction plan for carrels, middle and high school disciplinary forms, teacher and aide job descriptions, and a monthly summary of ISS utilization. (LMI)

ED 336 827 EA 023 277

Wildman, Louis.

Does the Doctorate Make a Difference?

Pub Date—Aug 91

Note—15p.; Paper presented at the Annual Meeting of the National Conference of Professors of Educational Administration (Fargo, ND, August 1991).

Pub Type—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—*Administrator Effectiveness, *Administrator Qualifications, *Doctoral Degrees, *Educational Administration, Elementary Secondary Education, Higher Education, Instructional Leadership, Leadership Styles, *Professional Development

A study explored the differences between educational administrators with or without a doctorate degree. Members of a seminar for beginning practicing administrators interviewed 19 pairs of educational administrators in equivalent positions—one with a doctorate and one without. Utilizing Leithwood's "principal effectiveness" taxonomy, significant differences were found between the levels of administrator development, particularly in the areas of accomplishments, community participation, and sources of information utilized. Doctorate holders tended to hold a more theoretical perspective and to promote racial and/or gender equality and multicultural awareness. Although the findings fail to prove that the doctorate makes a better instructional leader, they suggest that doctorate holders have a broader perspective and are more likely to engage in instructional leadership behaviors than those without the degree. (10 references) (LMI)

ED 336 828 EA 023 290

Equality in Education: Progress, Problems and Possibilities. CPRE Policy Briefs Series.

Consortium for Policy Research in Education, New Brunswick, NJ.

Pub Date—91

Note—14p.

Available from—Publications Department, CPRE, Eagleton Institute of Politics, Rutgers University, New Brunswick, NJ 08901.

Pub Type—Reports—Evaluative (142)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, *Blacks, Educational Attainment, Educational Equity (Finance), *Educational Policy, *Educational Trends, Elementary Secondary Education, *Equal Education, *Outcomes of Education, Parent Background, *Poverty, Preschool Education, Racial Factors, Resource Allocation, School Responsibility, Social Class, Trend Analysis, Whites This issue highlights findings of Marshall S. Smith and Jennifer O'Day's "Educational Equality 1966: Then and Now," a chapter of "The 1990 American Education Finance Association Yearbook: Spheres of Justice in Education," edited by Deborah A. Verstegen and James G. Ward. The "Brief" first focuses on educational trends over the past quarter century, stressing differences between the opportunities provided African-American and White students. Trends and variations among groups in three

input categories are examined: (1) out of school resources (family poverty, preschool attendance, and parental education); (2) racial and social class differences among schools; and (3) inequalities in school (fiscal and instructional) resources. Part 2 describes changes in achievement outcomes. Compared to equal opportunity progress since 1966, there is evidence of progress toward equality of educational outcomes such as educational attainment and achievement scores. Part 3 attributes this progress to changes in family resources (despite increasing poverty for both African-Americans and Whites since the mid-1970s), in demography and racial isolation, and in instruction and curriculum. Part 4 discusses policy implications and offers proposals for policy interventions: improving school readiness; developing high quality, coherent school programs; and enriching programs for the educationally needy. (39 references) (MLH)

ED 336 829 EA 023 292

Affirmative Action Plan, Sixth Edition. New York State Education Dept., Albany.

Pub Date—91

Note—37p.

Pub Type—Reports—Evaluative (142)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—*Affirmative Action, Elementary Secondary Education, *Employment Practices, *Equal Opportunities (Jobs), Handicap Discrimination, Higher Education, *Personnel Policy, Racial Discrimination, Religious Discrimination, Sex Discrimination, State Action

Identifiers—New York

The New York Department of Education's plan to implement its affirmative action policy providing equal employment opportunities to all persons is described in this report. Information is provided on the policy statement and policy dissemination process; implementation responsibilities; goals and timetables, personnel policies, and practices; provisions for Vietnam veterans and persons with disabilities; sexual harassment policy; discrimination complaint procedure; affirmative action training; program evaluation and reporting; the minority/women-owned business enterprise program; and the annual report on agency affirmative action activities. (LMI)

ED 336 830 EA 023 294

Cheal, Jennifer Putnam. Organizational Climate in Middle-Level Schools.

Pub Date—Apr 91

Note—51p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC03 Plus Postage.

Descriptors—*Construct Validity, *Factor Analysis, Intermediate Grades, Junior High Schools, *Measurement Techniques, *Middle Schools, *Organizational Climate, Rating Scales, *Test Reliability

Identifiers—Michigan

The refinement process of a survey instrument developed to operationalize the construct of organizational climate by identifying and describing the dimensions of middle-level school climate is described in this paper. Seven dimensions of organizational climate were identified: administrative support, administrative control, teacher intimacy, teacher frustration, faculty expectancy and motivation, pupil control behavior, and tangible environment. Second-order factor analysis was used to examine the relationships among them. A total of 1,749 teachers in 88 out of 235 middle schools, a 39.6 percent response rate, completed the instrument. The refinement process added three new dimensions—faculty expectancy and motivation, pupil control behavior, and tangible environment. A conclusion is that the instrument is a reliable and valid scale for operationalizing the construct of organizational climate in middle school settings. Thirteen tables are included. Appendices contain the initial and final forms of the survey. (26 references) (LMI)

ED 336 831 EA 023 300

From Rhetoric to Action: State Progress in Restructuring the Education System.

National Governors' Association, Washington, D.C.

Spons Agency—Carnegie Corp. of New York, N.Y.; Fund for the Improvement and Reform of Schools and Teaching (ED/OERI), Washington, DC.

56 Document Resumes

Report No.—ISBN-1-55877-099-2

Pub Date—Jul 91

Note—60p.

Available from—Publications, National Governors' Association, 444 North Capitol Street, Suite 250, Washington, DC 20001-1572 (\$15.00 prepaid).

Pub Type—Opinion Papers (120) — Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Change Strategies, Educational Assessment, Educational Improvement, *Educational Innovation, Elementary Secondary Education, Public Schools, *School Restructuring, Staff Development, *State Action, *State Programs

Identifiers—*State Governors

The nation's Governors resolved to lead restructuring efforts in their states as part of their commitment to achieve the national education goals by the year 2000. States are experimenting with a range of approaches to restructuring, depending on their resources, demographics, governance structures, and traditions. This report describes states' progress in restructuring education at the beginning stages. The first section discusses what restructuring means and how states are meeting the challenge of linking together changes in several parts of the system. The report then looks at examples of strategies under way and progress in overcoming major barriers. Among the lessons learned from recent state experience is that states must create strategies for sustaining commitment beyond policymakers' terms of office. Appendices contain the following: (1) national education goals and objectives; (2) restructuring frameworks; and (3) a brief overview of the approach each state has taken to improve its education system. (MLF)

ED 336 832

EA 023 301

Hanson, E. Mark

School-Based Management and Educational Reform: Cases in the USA and Spain.

Pub Date—[91]

Note—37p.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Elementary Secondary Education, Foreign Countries, *Models, *Organizational Change, Organizational Climate, *Politics of Education, Power Structure, *School Based Management, *School Restructuring

Identifiers—Chicago Public Schools II, Dade County Public Schools FL, Los Angeles Unified School District CA, *Spain

The organizational and decision-making characteristics of four school-based management models being developed in Dade County, Florida; Chicago; Los Angeles; and Spain are compared in this paper. The key differences lie in the origin of and reasons for change, and the common focal point is the creation and empowerment of a local school council at each school site. A conclusion is that the models' distinct structures and operating characteristics are generally derived from the power blocks that created them. The lesson of the Spanish experience is that selection of school leaders by local councils leads to politicization of the leadership role. The extent to which the various forms of school-based management will accomplish their goals or improve educational quality cannot yet be predicted. (47 references) (LMI)

ED 336 833

EA 023 302

Fraser, Lorraine A.

Evaluation of the Coaching Teachers to Higher Levels of Effectiveness Performance Learning, Incorporated Workshops. Report No. 20, Vol. 24.

Atlanta Public Schools, GA. Dept. of Research and Evaluation.

Pub Date—Aug 90

Note—14p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Communication Skills, Elementary Secondary Education, *Instructional Effectiveness, *Instructional Improvement, Interprofessional Relationship, Mentors, *Professional Development, Teacher Administrator Relationship, Teacher Educators, *Teacher Effectiveness, *Training Methods, Workshops

Identifiers—*Atlanta Public Schools GA

Outcomes of a workshop to develop specific skills for observing and coaching classroom teachers in the Atlanta (Georgia) Public Schools are described

in this report. The workshop was designed to train teacher leaders, mentors, peer coaches, and administrators in nonconfrontational communication skills for conducting teacher evaluation composed of performance-based observation and feedback. Seventeen out of 33 participants responded to a workshop evaluation questionnaire in which they indicated that they used workshop skills daily or weekly in their task performance and that utilizing positive communication skills improves individual job performance. (LMI)

ED 336 834

EA 023 309

Blase, Joseph. Ed.

The Politics of Life in Schools: Power, Conflict, and Cooperation.

Report No.—ISBN-0-8039-3893-4

Pub Date—91

Note—271p.

Available from—Corwin Press, Inc., P.O. Box 2526, Newbury Park, CA 91319 (\$21.95).

Pub Type—Numerical/Quantitative Data (110) — Reports - Research (143)

Document Not Available from EDRS.

Descriptors—*Collegiality, *Educational Environment, Elementary Secondary Education, Group Dynamics, *Interaction, Interaction Process Analysis, *Interpersonal Relationship, *Organizational Communication, *Politics of Education, Power Structure

Identifiers—*Micropolitics

In-depth studies of micropolitics at the school level are presented in this book, which includes nine qualitative studies of school politics conducted by different researchers. Chapters 2 through 10 examine the formal and informal processes and structures that constitute everyday political life in the schools. The studies explore how individuals and groups use power to achieve goals and the consequences of its use for others. Different theoretical perspectives and methodologies are used to examine a range of political issues in a variety of school settings in the United States, Great Britain, and Canada. The first chapter describes some of the important empirical and theoretical work in micropolitics completed during the last 30 years and presents a working definition of micropolitics. The final chapter assesses findings from the previous chapters in terms of four analytical themes—macro- and micro-level politics, interrelationships and effects, conflictive and cohesive factors, and political strategies and purposes. Implications of these data for further research and school-based leadership are discussed. A recommendation is made to give greater attention to the cooperative rather than conflictive dynamics of micropolitics. References accompany each chapter. (LMI)

ED 336 835

EA 023 310

Casanova, Ursula

Elementary School Secretaries: The Women in the Principal's Office.

Report No.—ISBN-0-8039-3804-7

Pub Date—91

Note—167p.

Available from—Corwin Press, Inc., 2455 Teller Road, Newbury Park, CA 91320 (\$16.00).

Pub Type—Books (010) — Reports - Research (143)

Document Not Available from EDRS.

Descriptors—Elementary Education, Elementary Schools, *Employed Women, Employer Employee Relationship, Job Analysis, Organizational Climate, Organizational Theories, Principals, *Quality of Working Life, *School Secretaries, *Staff Role, *Work Environment

The role of the elementary school secretary in relationship to school administration is examined in this book, which analyzes the practical and theoretical importance of the role. Methodology involved qualitative data from onsite observations and interviews conducted in 6 schools, quantitative data from a national survey of 350 out of 724 elementary school secretaries (a 49 percent response rate), and archival data from job descriptions and educational administration textbooks. The first chapter offers a historical overview of the role, tracing its evolution from the early 1920s to its current form. Chapter 2 examines secretaries' characteristics as females employed as clerical workers, focusing on demographics and descriptions of job and school settings. Roles, responsibilities, and relationships are explored in the third chapter. The secretary/principal relationship and the influence of the principal's gender are discussed in chapter 4. The final chapter offers a summary and recommendations, concluding

ing that secretaries are an important asset in the achievement of school goals; however, current policies tend to hinder their effectiveness. School secretaries hold "intermittent power," experience unique multiple demands, have low social status, yet are essential to the school culture. Seven figures are included. (93 references) (LMI)

ED 336 836

EA 023 311

Brown, Daniel J.

Decentralization: The Administrator's Guidebook to School District Change.

Report No.—ISBN-0-8039-6005-0

Pub Date—91

Note—118p.

Available from—Corwin Press, Inc., 2455 Teller Road, Newbury Park, CA 91320 (\$25.00).

Pub Type—Books (010) — Guides - Non-Classroom (055)

Document Not Available from EDRS.

Descriptors—Administrator Responsibility, *Administrator Role, *Decentralization, Elementary Secondary Education, *Organizational Change, Policy Formation, *School Based Management, *School Districts, School Organization, *School Restructuring, State School District Relationship

The school district decentralization process is described in this guidebook, which focuses on the administrator's role in implementation. Three chapters are organized around the three phases of decentralization—exploration, trial, and commitment. Each phase is examined in terms of the real-life experiences of administrators and other participants. Chapter 1 discusses decentralization's impact on teachers and principals; its main features, such as horizontal/vertical dimensions and organizational and political forms; reasons for implementation; and strategic decisions. The trial stage, discussed in chapter 2, involves development of a district policy, an allocation method, a budgeting process, and an accountability system. The pilot school program and major role changes involved and the issue of sabotage are also examined. The final chapter on commitment offers suggestions for further implementation. Fourteen tables and 8 figures are included. (19 references) (LMI)

ED 336 837

EA 023 312

Rondinelli, Dennis A. And Others

Planning Education Reforms in Developing Countries: The Contingency Approach. Duke Press Policy Studies Series.

Report No.—ISBN-0-8223-0974-2

Pub Date—90

Note—188p.

Available from—Duke University Press, 6697 College Station, Durham, NC 27708 (\$15.91 prepaid; \$2.00 postage and handling).

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—Administrative Organization, *Developing Nations, *Educational Change, Elementary Secondary Education, Foreign Countries, *Planning, *Program Implementation

Identifiers—*Contingency Analysis, *Management Practices, World Bank

Focusing on education improvement programs in developing countries, this book offers a set of guidelines for applying contingency theory in planning such projects and for selecting appropriate management strategies to implement them. The success of people-centered development programs depends on planners' ability to tailor services to different groups' particular needs and changing people's behavior so that they may more effectively help themselves. The first chapter reviews experience with education improvement plans funded by international assistance organizations such as the World Bank, identifies education innovation characteristics, and traces their implications for selecting project management strategies. Chapter 2 reviews contingency theory, and chapter 3 describes an operational framework for using it to analyze the management requirements of a project and the management capacity of implementing agencies. The next four chapters thoroughly discuss the main elements of contingency analysis, including the environment, task innovation, cultural values, management structures, and organizational structures. The final chapter shows how planners can use the results of these analyses to develop management capacity in organizations that will carry out educational reforms and to modify project and program designs to increase the chances for success. (134 references) (MLH)

ED 336 838 EA 023 313**School Restructuring: What the Reformers Are Saying.**

Education Commission of the States, Denver, Colo.

Report No.—SI-91-8

Pub Date—91

Note—21p.; Summary of meeting sponsored by the Education Commission of the States and the Rockefeller Foundation in partnership with the RJR Nabisco Foundation (Washington, DC, November 14-15, 1990).

Available from—ECS Distribution Center, 707 17th Street, Suite 2700, Denver, CO 80202 (\$5.00).

Pub Type—Collected Works - Proceedings (021) — Reports - General (140)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Educational Improvement, *Educational Objectives, Educational Quality, Elementary Secondary Education, *Excellence in Education, Instructional Improvement, Role of Education, School Effectiveness, *School Organization, *School Restructuring

A discussion with 10 nationally recognized education reformers is summarized in this report. A goal of the discussion was to find common ways to fundamentally alter the American educational structure. Participants' statements are organized around six central themes, which form a paradigm for effective school restructuring. Sections address each of the six issues, which include expectations of students, ways in which schools function, curriculum and pedagogy, assessment, external support, and educator training. (LMI)

ED 336 839 EA 023 314**Restructuring the Education System: A Consumer's Guide, Volume 1.**

Education Commission of the States, Denver, Colo.

Spons Agency—John D. and Catherine T. MacArthur Foundation, Chicago, IL.

Report No.—SI-91-4

Pub Date—91

Note—32p.

Available from—ECS Distribution Center, 707 17th Street, Suite 2700, Denver, CO 80202 (\$8.00).

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Educational Change, *Educational Improvement, Educational Objectives, *Educational Philosophy, Elementary Secondary Education, Experimental Schools, *Nontraditional Education, School Effectiveness, School Restructuring

Overviews of 10 major restructuring initiatives in the United States are provided in this publication. The programs share a questioning attitude, vision-based goals, a focus on hands-on learning, an assumption of all children's learning potential, new approaches to thinking and problem-solving, and new participant roles. Each program is described according to its history, beliefs and goals, implementation, teaching content and practices, participant roles, assessment, funding, and per-pupil cost. A contact address is also provided. The 10 programs include Coalition of Essential Schools; Foxfire; The Mastery in Learning Consortium; Montessori in the Public Schools; The Paideia Press; Re: Learning; School Development Program; The Stanford Accelerated Schools Project; Success for All; and Whole Language. A glossary of terms is included. (LMI)

ED 336 840 EA 023 315

French, Dan Nellhaus, Jeff

A Focus on Grade Retention. Structuring Schools for Student Success.

Massachusetts State Board of Education, Boston.

Pub Date—Apr 90

Note—47p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Academic Achievement, Academic Failure, Change Strategies, Elementary Secondary Education, *Grade Retention, *Grouping (Instructional Purposes), Low Achievement, *Student Placement, *Student Promotion

Identifiers—*Massachusetts

The extent of grade retention in Massachusetts is assessed in this report, which examines current research on grade retention and suggests alternative practices for dealing with low achieving students. Data were derived from the Chapter 188 Individual School Report for 1987-88, an annual survey of Massachusetts conducted by the Department of Ed-

ucation. A total of 1,744 out of 1,768 schools returned completed surveys, a 99 percent response rate. Following an introduction that discusses the history of grade retention and its relevance to the present, chapter 1 presents a review of research, concluding that grade retention may hinder rather than enhance student achievement. Chapter 2 offers recommendations and administrative strategies for assessment and planning, curriculum and instruction, student grouping and promotion, and staff development. Seven projects to reduce the numbers of grade retentions are briefly described in the third chapter. Statewide data on students recommended for grade retention are presented in chapter 4. Three figures and five tables are included. (14 references) (LMI)

ED 336 841

Harris, Melanie Fox

Elementary Partner Schools: Conditions for Expansion.

Pub Date—Aug 90

Note—160p.; M.Ed. Project, Brigham Young University. A summary of this paper was presented at the Annual Meeting of the Association of Teacher Educators (New Orleans, LA, February 16-20, 1991).

Pub Type—Dissertations/Theses - Masters Theses (042)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Case Studies, *College School Cooperation, *Cooperative Programs, *Educational Improvement, Elementary Education, Higher Education, *Program Evaluation, Qualitative Research

Identifiers—*Partnerships in Education, *Utah

In the mid-1980s, five Utah public school districts entered into an agreement with Brigham Young University to achieve educational improvement goals. The 1989-90 study described in this report explores issues arising from the desire of more elementary school teachers and principals to participate in the BYU partnership. Necessary participation conditions were uncovered by examining various partnership governance levels and doing domain, taxonomic, and component analysis. After defining conditions, an expansion model was developed. The design was an observational case study using qualitative research procedures, along with the Developmental Research Sequence and naturalistic inquiry criteria. Participants were selected by purposive sampling of key people from the elementary schools requesting involvement in the partnership, various university administration and faculty members, and participating organizations. Findings showed that six elementary schools were accepted as partner schools, although three others also met project requirements. Three conditions seem necessary for partner schools to continue: (1) a common philosophy concerning the partnership's worth; (2) a more supportive and representative administrative structure; and (3) a formally organized communication cycle. Further conclusions and recommendations are provided. Appendices contain an audit trail, naturalistic inquiry criteria, and examples of expansion models. (31 references) (MLH)

ED 336 842

Chand, Krishan

Excellence in American Education through Improving School Climate: What the Parents, Teachers, Students, Principals, Superintendents, Board of Education, Central Staff, Nonteaching Staff, and Community Can Do?

Pub Date—91

Note—60p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Administrator Role, Boards of Education, Educational Cooperation, *Educational Environment, Educational Improvement, Elementary Secondary Education, *Excellence in Education, *Parent Role, School Personnel, *Student Role, *Teacher Role

Ways in which participants in the educational system can improve school climate are presented in this paper. A model of organizational climate is described in terms of a functional relationship based on the functions and contributions of various groups. Specific recommendations are made for parents, teachers, principals, students, superintendents, boards of education, school staff, and the community. (29 references) (LMI)

ED 336 843

French, Dan And Others

EA 023 316**A Focus on Discipline and Attendance. Structuring Schools for Student Success.**

Massachusetts State Board of Education, Boston.

Pub Date—Mar 91

Note—52p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Attendance, Behavior Standards, Compliance (Legal), *Discipline, *Discipline Policy, Discipline Problems, Elementary Secondary Education, Punishment, *Sanctions, *School Attendance Legislation, School Effectiveness, State Action

Identifiers—*Massachusetts

The effectiveness and applicability of student discipline and attendance policies in Massachusetts' public schools are addressed in this report. Following an introduction, the second section presents a review of research and examines seven assumptions about current statewide discipline and attendance practices in light of recent findings. Recommendations are made in the third section, which advocates reexamining discipline, attendance, and academic punishment policies and implementing alternatives. Suggestions are offered for school practitioners in the following areas: staff development; discipline and attendance policies; governance and structure; curriculum and instruction; classroom management; student and family support; special needs students; and assessment and planning. The fourth section presents alternative practices that have been implemented by seven Massachusetts schools and one Connecticut school. Legal requirements for the Massachusetts' public school discipline and attendance policies are listed in the final section. (79 footnotes) (LMI)

ED 336 844

Green, Harry A.

Measuring Fiscal Capacity of School Systems.

Tennessee State Advisory Commission on Intergovernmental Relations, Nashville.

Pub Date—Mar 91

Note—25p.; Paper presented at the Annual Meeting of the American Education Finance Association (Williamsburg, VA, March 1991).

Pub Type—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Economic Factors, *Educational Economics, *Educational Equity (Finance), Educational Finance, Elementary Secondary Education, *Fiscal Capacity, Models, Property Taxes, Resource Allocation, School Districts, *Tax Allocation, *Tax Effort

Identifiers—*Tennessee

Ways of measuring the fiscal capacity of school systems are examined in this paper, which presents a representative tax system model. Fiscal capacity is influenced by factors other than tax base size; the "ideal" model should address adjustments for variations in cost across communities and school systems. The first section examines the definitions of fiscal capacity, and section 2 discusses revenue sources for education that are used in measuring tax capacity. Approaches to measuring fiscal capacity are described next, which are based on a legal tax base, exported-adjusted income, or a representative tax system. A regression-weighted representative tax system (RTS) is then applied to Tennessee counties, examining local variables that influence fiscal capacity: per pupil own-source revenue, equalized property assessment, taxable sales, and capita income; average daily attendance-to-population ratio; and residential and farm property ratio. Problems in estimating fiscal capacity in the Tennessee school systems-shared tax bases and double-counting of tax bases—are discussed next. A correlation analysis of tax variables is presented in the final section. Four tables and an application of the RTS model to other states are included. (9 references) (LMI)

ED 336 845

Peterson, David

School-Based Management and Student Performance. ERIC Digest, Number 62.

ERIC Clearinghouse on Educational Management, Eugene, Oreg.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-EA-91-4

Pub Date—Oct 91

Contract—R188062004

Note—3p.

Available from—ERIC Clearinghouse on Educational Management, University of Oregon, 1787

Agate Street, Eugene, OR 97403 (free; \$2.50 postage and handling).

Pub Type—Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Academic Achievement, Achievement Gains, *Decentralization, Elementary Secondary Education, Outcomes of Education, *Participative Decision Making, *School Based Management, School Effectiveness, *School Restructuring, Student Improvement
Identifiers—ERIC Digests

The impact of school-based management (SBM) on student performance is examined in this digest. The first part describes school-based management and its potential for improving student performance. A review of research concludes that, overall, school-based management has not contributed to consistent or stable improvements in student performance. Reasons for SBM's insignificant impact are attributed to piecemeal implementation, neglect of classroom instruction and curriculum, and lack of teacher authority. A conclusion is that halfway measures do not result in substantially improved student achievement; true school-based management involves radical restructuring that shifts power and accountability from the central office to the school. (13 references) (LMI)

ED 336 846 EA 023 322

Picus, Lawrence O.

Using Incentives To Stimulate Improved School Performance; An Assessment of Alternative Approaches.

Spons Agency—Carnegie Corp. of New York, N.Y. Pub Date—Feb 91

Note—42p; Paper presented at the Annual Meeting of the American Educational Finance Association (Williamsburg, VA, March 1991).

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Educational Finance, *Educational Improvement, *Educational Policy, Elementary Secondary Education, *Grants, *Incentives, School District Autonomy

Identifiers—*Monetary Incentives, *Outcome Based Education

Policymakers view incentives as being more effective in ensuring local compliance with state reform goals than the mandates and sanctions used in the past. Also, voluntary compliance is seen as "morally superior" to coercion. This paper describes alternative incentive options available to policymakers and delineates the circumstances under which each would be effective in achieving state policy goals. Two general incentive categories are described: (1) incentives built into a state's education finance formula and designed on the basis of intergovernmental grant theory and (2) state financed incentives provided directly either to districts or to individual schools and designed to spur specific actions or outcomes. In the first section, traditional grant models are examined, and the expected effects of general and categorical grants on school district spending are described. Matching grants are also discussed. The second section analyzes specific state-financed incentive programs directed toward districts or individual schools. The third section summarizes findings and discusses implications for school finance policy. Although incentives were successful in increasing instructional spending, there is no clear evidence that related gains in student performance result. Rewarding outputs is generally more effective than rewarding inputs. (40 references) (MLH)

ED 336 847 EA 023 325

McMahon, Walter W. Chang, Shao-Chung
Geographical Cost of Living Differences: Interstate and Intrastate, Update 1991. MacArthur Spencer Series Number 20.

Illinois State Univ., Normal. Center for the Study of Educational Finance.

Spons Agency—John D. and Catherine T. MacArthur Foundation, Chicago, IL; Spencer Foundation, Chicago, Ill.

Pub Date—Apr 91

Note—32p; Cartographic assistance provided by Kevin Carlock. Some small print in tables may not reproduce adequately in paper copy.

Available from—Center for the Study of Educational Finance, 340 DeGarmo Hall, Illinois State University, Normal, IL 61761.

Pub Type—Reports - Evaluative (142) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Cost Estimates, *Cost Indexes, *Geographic Regions, Metropolitan Areas, *Models, Rural Areas, *State Surveys

Significant differences in the cost of living exist among different parts of the country and among different rural and urban counties within the same state. This paper develops a method for estimating current geographical differences in the cost of living index for all states for 1981-90. These estimates, based on Bureau of Labor Statistics data, are shown to correspond closely to 1989 statewide cost of living estimates derived from American Chamber of Commerce Research Association (ACCRA) data for selected cities. The paper also develops estimates of living costs among large cities, metropolitan areas, and nonmetropolitan areas within each state for 1989, and for all counties within Illinois for 1989. The implication of using regional cost differences such as those presented in this document, based in the cost of living in state school aid formulas requires further comment. The cost of living index could be made specific to each school district using a regression equation presented in the document based on the 1989 ACCRA data. Living costs are highest in Hawaii, Alaska, Connecticut, Washington, D.C., New Jersey, Massachusetts, New York, and California. They are lowest in Mississippi, West Virginia, Arkansas, Idaho, Utah, Oklahoma, and Nebraska. There is a 57 percent difference in the purchasing power between the highest and lowest states. The variation between real purchasing power within states between the higher cost cities and lower cost metropolitan and nonmetropolitan areas is 22 to 35 percent, respectively. The basic pattern of differences persists since 1977 with shifts related to economic growth rates. Included are numerous data tables and two explanatory appendices. (25 references) (Author/MLH)

ED 336 848 EA 023 326

McCarthy, Jane And Others

Accelerated Schools—Evolving Thoughts on the Evaluation of an Innovative Model.

Pub Date—Apr 91

Note—31p; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Acceleration (Education), Decision Making, Elementary Education, *High Risk Students, *Intervention, *Models, Program Evaluation, School Based Management, *School Restructuring

Identifiers—*Accelerated Schools Movement, *Empowerment

This paper briefly describes the Accelerated Schools Project, presents ideas concerning an appropriate evaluation model, and conveys some early results achieved across the nation. The Accelerated Schools model attempts to restructure schools with high concentrations of students in at-risk situations so that they enter the mainstream by the end of elementary school. Encompassing both a philosophy of accelerated achievement and a process for meeting this goal, the project transforms schools according to three basic principles: unity of purpose, empowerment with responsibility, and building on strengths. The standard evaluation model is inadequate to assess such an all-encompassing process. H. M. Levin and his associates have designed an overall evaluation model for accelerated schools comprising three distinct stages: decision-making, implementation, and student outcomes. Although no accelerated schools have completed a 6-year participation cycle, some promising results have emerged. A successful project in Houston, Texas, is described in detail, followed by "snapshots" of pioneering efforts in California, Missouri, and Illinois. Three appendices contain comparative data on the Houston experiment. (12 references) (MLH)

ED 336 849 EA 023 327

McCarthy, Jane

Accelerated Schools: The Satellite Center Project.

Pub Date—Apr 91

Note—26p; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Acceleration (Education), Administrator Education, *College School Cooperation,

Elementary Education, Graduate Study, Higher Education, *High Risk Students, Mainstreaming, Models, *Pilot Projects, School Based Management, *School Restructuring, Teacher Education Identifiers—*Accelerated Schools Movement, *Empowerment, Partnerships in Education

The Accelerated Schools model attempts to restructure schools with high at-risk student populations and mainstream these students by the end of elementary school. A 6-year process of collaborative unity is used to identify challenge areas and move the school toward individualized solutions. The Accelerated Schools Satellite Center Project emerged in response to requests from schools seeking to develop accelerated programs and cooperate with universities. A Satellite Center is a school or college of education that prepares large numbers of teachers and administrators to work in schools with high percentages of at-risk students and contracts with Stanford University to become a center for accelerated schools in its own geographic area. Universities selected for the project were San Francisco State University, the University of New Orleans, California State University at Los Angeles, and Texas A & M University. Each Satellite Center selects and works closely with one pilot school serving as a model for others in the district. The faculty from model schools, together with Satellite Center personnel, provide training and technical assistance for schools being transformed into accelerated schools. Teachers and administrators undergoing university training are empowered to become change agents in their own schools. Satellite Centers are also expected to establish a collaborative research and development program advancing an understanding of accelerated theory and applications. Challenges and future directions are discussed. (13 references) (MLH)

ED 336 850 EA 023 329

Gousha, Richard P. Mannan, Golam

Analysis of Selected Competencies: Components, Acquisition and Measurement Perceptions of Three Groups of Stakeholders in Education.

Pub Date—91

Note—24p; Paper presented at the Annual Meeting of the National Council of Professors of Educational Administration (Fargo, ND, August 1991).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Administrator Attitudes, Administrator Education, *Administrator Effectiveness, *Administrator Qualifications, *Competence, Discriminant Analysis, *Educational Administration, Elementary Secondary Education, Evaluation Criteria, Higher Education, Leadership, Leadership Styles

Findings from a study that identified the value of 13 competencies in terms of certification and employment standards for educational administrators are presented in this paper. A survey mailed to 11 large-city school superintendents, 22 state departments of education, and 43 administrator preparation programs produced response rates of 69, 100, and 93 percent, respectively. The survey instrument utilized a Likert-type scale to rank 13 competency variables. Findings indicate that a significant level of agreement existed among respondents about the elements of competency necessary for an effective superintendency. Communication skills was perceived as the most important variable. However, superintendents and administrator preparation faculty held different perceptions of competency development and measurement, which illustrates the need for collaboration between universities and school corporations in administrator preparation, certification, and employment. Four tables and the competency measurement instrument are included. (23 references) (LMI)

ED 336 851 EA 023 330

Chubb, John E. Moe, Terry M.

Politics, Markets, and America's Schools.

Brookings Institution, Washington, D.C.

Report No.—ISBN-0-8157-1409-2

Pub Date—90

Note—318p.

Available from—Brookings Institution Bookstore, 1775 Massachusetts Avenue, N.W., Washington, DC 20036 (\$12.95).

Pub Type—Books (010) — Reports - Research (143)

Document Not Available from EDRS.

Descriptors—*Bureaucracy, Educational Environ-

ment, Effective Schools Research, Elementary Secondary Education, *Government Role, *Institutional Characteristics, Organizational Climate, *Organizational Theories, *Politics of Education, School Restructuring, Systems Approach.

The effect of institutions on school effectiveness is explored in this book, which argues that school reforms in the United States are destined to fail because of the failure to address the root of the problem, which is found in the institutions of direct democratic control by which schools have traditionally been governed. Methodology involved analysis of two data sets: the High School and Beyond (HSB) survey conducted in 1980 and 1982 and the Administrator and Teacher Survey (ATS) conducted in 1984. The HSB survey elicited responses from 30,030 sophomores in 1980 and 28,240 seniors in 1982 from 532 public and private schools. The ATS survey was administered to 10,370 teachers and 402 principals in a subsample of 402 HSB schools, eliciting response rates of 86 and 76 percent, respectively. Findings indicate that schools with effective organizational characteristics perform better; that school autonomy is the most important prerequisite for school effectiveness; and that the existing public education system inhibits the emergence of effective organizations and stifles student achievement. A recommendation is made to implement a new system based on parent/student choice and school competition to promote school autonomy. Six chapters discuss the root of the problem, an institutional perspective on schools, effective school organization, causes of student achievement, institutional context and school organization, and school choice. Notes accompany each chapter. Appendices contain data from the two surveys, measures and indicators, special issues in modeling student achievement, and achievement and organization in public schools. (LMI)

ED 336 852 EA 023 332

Placier, Peggy
The Meanings of "At-Risk", Whose Meanings Count, and Why: Experts, Reformers, Policymakers and Teachers.

Pub Date—91

Note—55p.; Revision of paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991). Pub Type—Speeches/Meeting Papers (150)—Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*At Risk Persons, Educational Diagnosis, Elementary Secondary Education, *High Risk Students, *Identification, *Labeling (of Persons), *Semantics, Teacher Attitudes

Ways of identifying at-risk students are examined in this paper, which compares the perceptions of four groups—educational researchers, national reform groups, student and local policymakers, and teachers. The comparison is placed within the social and historical contexts of the development of educational policies for at-risk students in the late 1980s. Semantic discourse and critical policy analyses of ERIC documents and interviews were used to examine sources of the "at risk" label, reasons for its rapid diffusion, and how policymakers defined it. A conclusion is that policymakers consulted researchers, who used an epidemiological model, for advice on how to identify students. However, consideration of teachers' views of at-risk students based on a social constructivist model is advocated as a starting point for reform. The recommendation is made to abandon the "at risk" label that predicts and pre-determines student failure. (101 references) (LMI)

ED 336 853 EA 023 334

Mirochnik, Denise A. McIntire, Walter G.
Homeschooling: Issues for Administrators, Occasional Paper Series, No. 12.

Maine Univ., Orono. Coll. of Education.
Spons Agency—Penquis Superintendents' Association Research Cooperative, ME.

Pub Date—May 91

Note—57p.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Educational Assessment, Elementary Secondary Education, *Home Programs, *Home Schooling, *Nontraditional Education, *Parents as Teachers, *State Legislation, *State Standards Identifiers—*Maine

The growth of home schooling over the last 20 years in Maine and across the nation, state responses, and current controversies are described in this paper. Following an introduction, the first part

provides definitions and discusses legal concerns of home schooling. The next part provides a historical overview that examines public school leadership and home/school relations. The scope and characteristics of families who teach their children at home are described in the third part. The fourth section describes home schooling in Maine, with a focus on the application process and current legislation. The concluding section examines issues pertinent to local school officials (such as superintendent responsibility, parental rights, and funding) to higher education; and to parents. The recommendation is made to foster collaboration among all education stakeholders. One table is included. Appendices contain proposed revisions of rules for home instruction (Chapter 130). (40 references) (LMI)

ED 336 854 EA 023 335

Eastman, Mark. Mirochnik, Denise A.

Stressed for Success: A Study of Stress and the Superintendency. Occasional Paper Series, No. 14.

Maine Univ., Orono. Coll. of Education.

Spons Agency—Penquis Superintendents' Association Research Cooperative, ME.

Pub Date—Jun 91

Note—52p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Administrator Role, Change Strategies, *Coping, Elementary Secondary Education, *Personality Traits, Professional Development, *Role Perception, *Stress Variables, *Superintendents, Surveys, Work Environment

Identifiers—*Maine

Most superintendents experience high levels of stress associated with their school administrator role. This paper reports on a survey conducted to help Maine superintendents better understand the stressors inherent in their role. The Survey of Superintendent Stressors was distributed to all 1989-90 Maine public school superintendents and a selected group of retired and former superintendents. Of the 160 surveys distributed, 100 were returned, for a 62.5 percent response rate. Tabulated responses were analyzed according to a total stress scale and supplemented by narrative responses. The area of highest reported stress was in the position's daily roles and responsibilities. Other stressors included personal demands, interactions with state education agencies, and relations with the school board, staff, and the public. Although study results support other research on educational administrator stress, there is little evidence that superintendents experience more stress than other professional managers. Administrators need to identify the sources of stress and create strategies for managing them in the workplace. Additionally, strategies must be developed to reduce professional isolationism and recognize the importance of personal health, well-being, and professional growth. Educational organizations, universities, and legislators must seek long-term solutions to modify and improve the superintendent role. (25 references) (MLH)

ED 336 855 EA 023 336

Maddaus, John E. Mirochnik, Denise A.

Parental Choice Options in Maine. Occasional Paper Series, No. 11.

Maine Univ., Orono. Coll. of Education.

Spons Agency—Penquis Superintendents' Association Research Cooperative, ME.

Pub Date—Apr 91

Note—103p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Elementary Secondary Education, Free Choice Transfer Programs, Home Schooling, *Parent Influence, Parent Role, Private Schools, *School Choice, School Demography, *State Action, State Government, State Programs

Identifiers—*Maine

An overview of parental choice options and issues in Maine is presented in this paper. Methodology involved: (1) interviews with 10 state Department of Education officials; (2) analysis of State Department of Education data; (3) interviews with other educators and one state legislator; (4) analysis of newspaper and journal articles; and (5) a survey of 151 state superintendents, which elicited 73 returns, a 48 percent response rate. The introduction discusses policy issues, a definition of parental choice, and parental choice options in other states. Part 2 examines public school options, such as choice through selection of residence, vocational education, interdistrict transfers, and elementary and sec-

ondary within-district enrollment options. The State Legislative Document 848 is also critiqued. The third part presents options that include both public and private institutions and part 4 examines privately funded options. Conclusions are presented in the final section. Appendices contain the superintendents' survey, vocational program enrollment by gender, Legislative Document 848, a map accompanied with 22 tables of town tuitioning clusters, private school enrollment, approved and unapproved private schools, and home school applications by year and county. (50 references) (LMI)

ED 336 856 EA 023 337

High, Reginald M. And Others

Involved in What? Teacher Actual and Preferred Involvement in Selected School Activities.

Pub Date—[Mar 89]

Note—21p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Elementary Secondary Education, *Instructional Leadership, *Participative Decision Making, *School Restructuring, Teacher Administrator Relationship, *Teacher Influence, *Teacher Participation, Teacher Role

Identifiers—*Tennessee

Findings from a study to identify types of teacher involvement in school restructuring are described in this paper. A total of 203 teachers from 18 schools participating in Tennessee's Leadership in Educational Administration Development (LEAD) project in 1987-88 completed a questionnaire to compare their actual and preferred involvement in selected school activities. Teachers indicated greatest interest in curriculum and instruction concerns and least interest in involvement with routine or disruptive elements. The findings present a dilemma for the principal attempting to be an instructional leader, for the principal is advised to study teacher preference and actual involvement and to develop an administrative style complementary to both teacher interests and achievement of school goals. A review of literature provided no clear, overwhelming evidence that teacher empowerment makes a difference in the school. The inconsistency between studies may be due to lack of a common theoretical framework. Four tables and a copy of the survey instrument are included. (26 references) (LMI)

ED 336 857 EA 023 338

Scott, Hugh J.

Leadership Imperatives for School Board Members in the Reform and Renewal of Public Schools.

Pub Date—Apr 91

Note—48p.; Paper presented at the Annual Meeting of the National School Boards Association (San Francisco, CA, April 13-16, 1991).

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Board of Education Role, *Boards of Education, Collective Bargaining, Cultural Pluralism, Educational Change, Elementary Secondary Education, *Leadership, *Policy Formation, Public Schools, School Restructuring, Student Evaluation

Three leadership imperatives for school board members in school reform are presented in this paper. The imperatives are linked to specific challenges confronting the public school system, which include collective bargaining, student testing, and cultural diversity. Each is discussed and related to a legislative school board action that determines policies and programs. Suggestions are made for increasing board responsibility for accountable personnel contracts, considering alternative forms of student assessment, and creating cultural pluralism without divisiveness. A conclusion is that the effective school board member is an interpreter and translator of social events into educational policy. Ten commandments for board members are listed. (67 references) (LMI)

ED 336 858 EA 023 339

Thompson, John A.

The A+ After School Program in Hawaii.

Pub Date—Mar 91

Note—11p.; Paper presented at the Annual Meeting of the American Education Finance Association (Williamsburg, VA, March 14-17, 1991).

Pub Type—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*After School Programs, Elementary Education, *Latchkey Children, Parent Attitudes, Pilot Projects, Program Costs, *State Programs,

*State School District Relationship Identifiers—Hawaii

Hawaii's executive branch initiated on February 1, 1990, a large-scale plan to relieve the problem of "latch key children" with an afterschool supervised program. Since the legislature had not appropriated funds to establish the program, the governor chose to finance it from monies paid by the United States as compensation for federally connected students who attend public schools. Each elementary school conducted a survey to determine parental interest in the program. Out of a possible 176 sites, 170 were authorized to carry out the "A+ Program." A total of 15,503 children were enrolled, of whom approximately 4,100 received tuition waivers for the \$23 per month tuition. A large majority of the parents, 99 percent of 11,600 surveyed at the conclusion of the 4-month pilot program, were satisfied with the program's quality. Problems that the legislature will be forced ultimately to decide include the following: (1) the program only operates during regular school days; (2) the program is only available to students who attend public schools; and (3) private providers of afterschool care complained that the actions of the state would jeopardize their livelihood and are a form of unfair competition. (MLF)

ED 336 859 EA 232 342 Promises To Keep: 1991 Education Agenda.

Education Commission of the States, Denver, Colo. Pub Date—91
Note—15p.

Available from—Publications, Education Commission of the States, 707 17th Street, Suite 2700, Denver CO 80202-3427 (Order No. GP-91-1; \$5.00 plus \$1.90 postage and handling).

Pub Type—Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Change Strategies, *Educational Change, Elementary Secondary Education, *Politics of Education, *Program Implementation, *School Restructuring
Identifiers—*Agendas

Change is easier to demand than to endure. The deeper we go into reform, the rougher it gets and the higher the degree of public impatience and frustration. The higher the frustration, the greater the temptation for policy makers to try the quick fix. Inadequate funding is another reality faced by "ideal" reform plans. At least 30 states have deficits, and many that raised education expenditures last year will cut them this year. We are nearing the "implementation dip," when the early costs exceed the early rewards. Challenges include lack of a clear vision about school restructuring, confusion among higher education institutions concerning instructional improvement and their K-12 reform roles, too much focus at the basic skills level, piecemeal reform efforts, uncertain state commitment to reform, confusion among parents and educators over reform proposals, weak change incentives, inadequate assessment and accountability systems, leadership deficiencies, and ineffective teacher-student relations. During 1991, the Education Commission of the States will pursue three major strategies: (1) transforming teaching and learning to fulfill individual potential; (2) promoting system change to foster coherence and self-renewal; and (3) embracing diversity to ensure equal opportunity for individuals, cultural enrichment for all, and the fullest possible use of the nation's resources. (MLH)

ED 336 860 EA 232 344 An Introduction to School Finance. Special Legislative Report Number 157.

Texas State Legislature, Austin. House Research Organization.

Pub Date—23 Feb 90
Note—62p.

Pub Type—Legal/Legislative/Regulatory Materials (090) — Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Educational Equity (Finance), *Educational Finance, Elementary Secondary Education, Full State Funding, Property Taxes, School Funds, *School Taxes, *State Aid, *State School District Relationship, Tax Rates
Identifiers—*Texas

On October 2, 1989, the Texas Supreme Court, in the "Edgewood v. Kirby" decision, found the current school-finance system unconstitutional. The evolution of this decision, through its early origins, the establishment of the current structure (1949-81), House Bill 72 (1984), and Senate Bill 1019 (1989), is described. Also described are the workings of the Texas school finance system, in-

cluding funding of local districts, permanent and available school funds, the Foundation School Program (First Tier), Guaranteed Yield Program (Second Tier), and Categorical State Aid. Federal and state court litigation over the school-finance system during the past 20 years is detailed. School-finance proposals in the forms of additional education spending by the state, a countywide tax base, caps on local enrichment, recapture (redistribution) of local revenues, distribution of available school fund, transitional funding, state aid for capital expenditures, changing weights for special programs, dedication of additional money to fund formulas, increased teacher salaries, and school-district consolidation are summarized from various organizations and individuals who have responded to the "Edgewood" decision. Finally, an overview is given of recent school-finance changes in other states, including Kentucky, Montana, and New Jersey. (19 references) (RR)

ED 336 861 EA 232 346 Wohlstetter, Priscilla

Oversight of State Education Reforms: The Motivations and Methods of Program "Fixers".
Center for Policy Research in Education.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—[89]
Contract—OERI-6-86-0011

Note—24p.
Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Educational Change, Elementary Secondary Education, Legal Responsibility, *Legislators, Policy Formation, *Politics of Education, Program Implementation, *School Restructuring, *State Legislation, Supervision

The oversight of state education reforms is explored in this paper, with a focus on the motivations of program fixers and the strategies they use to guide implementation. Fifty-seven interviews were conducted with legislators, committee staff, and legislative agency staff to analyze the program fixing process in six states—Arizona, Louisiana, Florida, Georgia, Minnesota, and Pennsylvania. The first part reviews some institutional and political constraints to oversight performance, and the second part examines how oversight strategies minimized constraints and furthered program fixers' personal goals. Findings indicate that program fixers used a selective mixture of formal and informal monitoring that minimized time constraints and maximized their political benefits. Benefits for the reform process included the establishment of clearly defined goals and the promise that implementation would be in accordance with the spirit of the original mandates. A conclusion is that legislators' shared accountability with administrators necessitates participation by both groups for effective reform implementation. Two tables are included. (14 references) (LMI)

ED 336 862 EA 232 347 King, Byron Kerchner, Charles Taylor

Defining Principal Leadership in an Era of Teacher Empowerment.

Pub Date—Apr 91
Note—18p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).

Pub Type—Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Administrator Role, Elementary Secondary Education, *Leadership, *Leadership Qualities, *Leadership Responsibility, Occupational Information, *Principals

Principals are witnessing major shifts in who is involved in making decisions while at the same time they receive mixed messages from their superiors about what a good principal should do. Researchers associated with Claremont Project VISION interviewed principals and administrator association leaders in school districts. Five school districts are the focus for this paper: Pittsburgh, Rochester, Louisville (Jefferson County), Cincinnati, and Miami-Dade County. Three general conclusions were reached: (1) principals have a reason to be concerned, because their jobs are changing and they face ambiguity; (2) district policies can contribute to a reduction in principal role strain and can encourage them to engage actively in reform; (3) a new set of job descriptions is emerging around principals who can provide leadership in highly collaborative decision making settings. Factors that make principals uncomfortable include lack of role clarity, fear

of teacher union goals, mixed signals from district, and the lack of training for new roles. The next section discusses the impact of district policies on principal perspectives. Two main qualities of principals who embrace teacher professionalism are identified; these principals view themselves as empowered and as exercising more leadership than power. A general conclusion about principal's changing from control to commitment completes this paper. (20 references) (RR)

ED 336 863 EA 232 348 Kerchner, Charles Taylor

Superintendent Role Changes and Labor Relations Reform.

Pub Date—Apr 91
Note—20p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).

Pub Type—Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Administrator Role, Collective Bargaining, Conflict Resolution, Elementary Secondary Education, *Labor Relations, School Restructuring, *Superintendents, Unions

Findings from a study that explored the role changes and stresses experienced by superintendents in school districts undergoing school and union restructuring are reported in this paper. Methodology involved interviews and field investigation in five cities—Pittsburgh, Cincinnati, Louisville, Miami, and Rochester. New superintendent roles included recognizing the need for change, developing an organizational view, engaging in new labor relations roles, and creating new allies to mobilize political and financial support. Findings indicate that, due to changing school board membership and ideology, the superintendent/union alliance is inherently unstable and is therefore insufficient in itself to sustain lasting restructuring. (31 references) (LMI)

ED 336 864 EA 232 349 Sagor, Richard D. Curley, Janet L.

Collaborative Action Research: Can It Improve School Effectiveness?

Pub Date—Apr 91
Note—81p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Academic Achievement, *Action Research, *Collegiality, *Educational Cooperation, *Effective Schools Research, Elementary Secondary Education, Institutional Characteristics, Organizational Climate, *School Effectiveness
Identifiers—*Oregon, *Washington

The impact of action research on student academic and social performance is examined in this paper. Project LEARN (League of Educational Action Researchers in the Northwest), a cooperative initiative with school districts to train teams of educators in collaborative action research, was evaluated in five participating schools—two elementary, one middle, and two secondary schools—in three Northwest districts. Methodology involved: (1) a survey of all staff members that elicited response rates of 40 to 100 percent; (2) interviews with school staff and students; and (3) analysis of student records. Each school was analyzed in terms of school focus, cultural profile, leadership, and professional involvement. The case studies support the thesis that focus, cultural collinearity, and leadership are school culture components that positively impact school performance. The same components predict commitment to action research as a school improvement strategy. Although collaborative action research can positively affect school culture by improving teacher collegiality, its effectiveness is limited to "culturally sound" schools. Eight tables and 2 figures are included. Appendices contain the school culture survey and interview format. (37 references) (LMI)

ED 336 865 EA 232 351 Peterson, David

School-Based Budgeting. ERIC Digest, Number 64.

ERIC Clearinghouse on Educational Management, Eugene, Ore.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-A-91-6
Pub Date—Oct 91

Contract—R18806204

Note—3p.

Available from—ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (free; \$2.50 postage and handling).

Pub Type—Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Administrator Responsibility, *Budgeting, *Decentralization, Elementary Secondary Education, *Participative Decision Making, Principals, School Accounting, *School Based Management

Identifiers—*Central Office Administrator Relationship, ERIC Digests, *School Based Budgeting
School-based budgeting decentralizes fiscal decisions and is usually adopted as part of a comprehensive school-based management plan. The practice requires cooperation, particularly from the school board, superintendent, and principals. The purpose of school-based budgeting is not to reduce costs but to improve school productivity by altering authority relationships within the district. (MLF)

ED 336 866

EA 023 352

Schram, Lynne

Distance Education: A Primer for Administrators. Oregon School Study Council, Eugene.

Pub Date—Sep 91

Note—62p.

Available from—Publication Sales, Oregon School Study Council, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (\$6.00 prepaid; \$2.00 postage and handling on billed orders).

Journal Cit—OSSC Bulletin; v35 n1 Sep 1991

Pub Type—Collected Works - Serials (022)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Communications, Satellites, Computer Assisted Instruction, *Distance Education, *Educational Planning, Elementary Secondary Education, Interactive Video, *Nontraditional Education, Technological Advancement, *Telecommunications

The concepts, vocabulary, current uses, and technical aspects of distance education are introduced in this bulletin, which is designed to assist administrators in making decisions regarding distance education. The first chapter defines and discusses distance education in general and provides an overview of current educational applications. Self-assessment questions and guidelines are included. Chapter 2 explains the various technologies and hardware, defines technical terms, and addresses needs assessment. A synthesis of the current uses of distance education, which is essential to know before discussing implementation, is provided in the third chapter. Chapter 4 offers examples of current uses of distance education in the United States and in other countries. The fifth chapter examines financial, logical, and implementation issues, presenting sample cost estimates for initiating distance education in a school district and offering suggestions for planning for the accompanying changes. Three tables are included. Appendices contain a glossary of distance education terms and resources on distance education learning. (71 references) (LMI)

ED 336 867

EA 023 356

Barrett, Peter A., Ed.

Doubts & Certainties: Working Together To Restructure Schools. NEA School Restructuring Series.

National Education Association, Washington, D.C. Report No.—ISBN-0-8106-1843-5

Pub Date—91

Note—191p.

Available from—National Education Association Professional Library, 1201 16th Street, N.W., Washington, DC 20036 (Stock No. 1843-5-00: \$18.95).

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Collegiality, *Community Involvement, *Context Effect, *Cooperation, Cooperative Learning, Elementary Secondary Education, *Mastery Learning, Multicultural Education, Role Perception, *School Restructuring, Standardized Tests, *Vision

Identifiers—*Mastery in Learning Project (NEA)

This book relies on three categories (visions, contexts, and roles) to explore school renewal as promulgated by participants in the National Education Association's Mastery in Learning Project. Following MIL Project Director Robert McClure's intro-

duction covering participants' collegiality-building experiences, the "Visions" section considers the conditions that presage reform and pave the way for restructuring. Arthur Costa's essay envisions school as a home for the mind and stresses the importance of creativity, deliberation, perseverance, humor, and wonder—activities circumscribed by standardized testing. In chapter 2, Dorothy Massie urges the need for authentic performance-based assessment. The next two chapters, the first on multicultural education and the second on cooperative learning, consider particular strands in envisioned schooling fabrics. Dorothy Massie's chapter on school climate, which taps MIL faculty inventories for ways to improve school settings, closes the "Visions" section. In the "Contexts" section, essays by Lynne Miller, Madeleine Grumet, Carol Livingston, and Shari Castle examine various renewal contexts, settings that enable and constrain renewal, and the need for documentation. The third section, "Roles," highlights certain individuals within renewal settings: change facilitators, teachers, students, and parents, featuring essays by Marilyn Wentworth, Gary Rackliffe, Terry Mazany, and Dorothy Massie. Gary Griffin's reflection on the emergence of learning communities through school restructuring summarizes themes and provides an encouraging afterword. References accompany most chapters. (MLH)

ED 336 868

EA 023 357

Emergency Planning Guide for South Dakota School Administrators.

South Dakota State Dept. of Military and Veterans Affairs, Pierre. Div. of Emergency and Disaster Service.

Pub Date—91

Note—141p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—*Administrator Responsibility, Elementary Secondary Education, *Emergency Programs, *Fire Protection, Guidelines, *Planning, *School Administration

Identifiers—Bomb Threats, Civil Disturbances, Fire Drills, *Hazards, Shelters, *South Dakota

This guidebook is designed to help principals, teachers, staff, parents, and students develop an emergency plan, and emergency planners must identify hazards, conduct drills, and involve the school community in planning to provide care and shelter for students until they can be reunited with their parents. An effective program includes training, exercises, and classroom discussions and activities. An individual school emergency plan is necessary because: (1) an emergency or disaster could occur without warning and during school hours; (2) this event could trigger other hazards; (3) transportation routes, telephone communications, and other utility services could be disrupted; and (4) medical, fire, and rescue personnel could be severely overtaxed and unable to respond to every affected school for several hours. Individual school communities must be capable of relying on their own resources until outside help is available. Following a brief introduction, the remaining nine sections treat the emergency planning process, hazard identification, drills, immediate response care requirements, communication, postemergency shelter planning, school bus planning, and planning for bomb threats and civil disturbances. Appendices contain planning forms and worksheets, a teacher's package on drills, safety information, and information on children in disasters. (MLH)

ED 336 869

EA 023 367

O'Reilly, Robert C.

Equal Access, Mergens and the Education-Religion Mix.

Pub Date—Aug 91

Note—26p; Paper presented at the Annual Meeting of the National Conference of Professors of Educational Administration (Fargo, SD, August 11-16, 1991).

Pub Type—Speeches/Meeting Papers (150) — Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Access to Education, Compliance (Legal), *Court Litigation, Elementary Secondary Education, *Equal Education, Extracurricular Activities, Federal Legislation, *Public Schools, Religious Discrimination, *State Church Separation, Student Organizations, *Youth Clubs

Identifiers—*Supreme Court

The 1984 United States Equal Access Act is ana-

lyzed in this paper, with a focus on the implications of the Supreme Court ruling in "Board of Education of the Wayside County Schools, etc., et al. v. Bridget Mergens" for church/state separation issues in the public schools. The "Mergens" case involved an extracurricular student Bible study club in a school that received federal financial support. The first section of the paper surveys cases dealing with church/state separation issues in educational settings. A background of the "Mergens" case based on local interviews is presented in the second section. The third section offers a historical overview of the American dilemma of church/state separation. The Supreme Court ruling is analyzed in the fourth section, asking whether the "Mergens" case has created a condition of multiple ambiguities. The final section offers five guidelines for administrators, who are cautioned to read the Equal Access Act thoughtfully and reflectively and to engage in integrative planning. Appendices contain a sample school policy for equal access and student clubs and an epilogue to the case. (18 references) (LMI)

ED 336 870

EA 023 370

Manny, Gary And Others

The Cooperative Teacher Aide-Scholar Program.

Pub Date—Apr 91

Note—7p; Paper presented at the Annual Meeting of the National School Boards Association (51st, San Francisco, CA, April 13-16, 1991).

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*College School Cooperation, *Educational Cooperation, Elementary Secondary Education, Incentives, *Preservice Teacher Education, *Teacher Certification, *Teacher Education Programs, Teacher Recruitment

Identifiers—*Texas (Fort Worth)

A collaborative program between the Fort Worth Independent School District (Texas) and several regional private and public colleges to alleviate district teacher shortages is described in this paper. The Cooperative Teacher Aide-Scholar Program, which developed instructional aides into certified classroom teachers, provided participants with an annual stipend and paid leave time dependent upon maintenance of an acceptable grade point average. All school personnel are now eligible, and a substantial proportion of minority candidates are enrolled. Financial and academic support is provided by regional universities. A conclusion is that although the teacher shortage has not yet abated, the program is reasonable and achievable. (LMI)

ED 336 871

EA 023 372

Lawton, Stephen B.

Why Restructure?

Pub Date—Sep 91

Note—29p; Revision of paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).

Pub Type—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Elementary Secondary Education, *School Based Management, School District Autonomy, School Effectiveness, *School Organization, *School Restructuring

Restructuring is a reorganization that replaces central planning, control, and supervision with a deregulated, decentralized system in which the "bottom line" counts most. Seven explanations for restructuring are outlined, each reflecting a particular position or perspective: (1) a crisis in legitimization involving the dimensions of the effectiveness of school, equitability of schooling outcomes, and existing structures of governance and administration; (2) the concern about effectiveness manifested by declines in standardized test scores, technological changes that require a new mix of skills, and bureaucracy's lack of response; (3) the concern about efficiency, both external (funds or resources allocated at a societal level) and internal (most productive allocation of resources or funds); (4) the managerial revolution reflected by a philosophy of operation that capitalizes on the desires of individuals for autonomy, productivity, and creativity; (5) a populist movement where individuals and communities demand to have greater control over the education of their children; (6) a crisis in capitalism where there is an urgent need to accumulate investment capital; and (7) the problem of "provider capture"—a phrase describing what happens when those who provide the service operate the system in such a way that provides special benefits to their own kind. (49 references) (RR)

ED 336 872

EA 023 375

Fennell, Brian H.

An Analysis of Alternatives for Achieving Fiscal and Taxation Equity in Education Funding in Alberta.

Pub Date—Mar 91

Note—92p.; Paper presented at the Annual Meeting of the American Education Finance Association (Williamsburg, VA, March 14-17, 1991).

Pub Type—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Educational Equity (Finance), *Educational Finance, Elementary Secondary Education, Foreign Countries, Full State Funding, Property Taxes, School Funds, *School Taxes, *State Aid, State School District Relationship, Tax Rates

Identifiers—*Alberta

Fiscal equity and taxation equity in educational finance have been key issues in the United States and Canada over the past 2 decades. Part 1 describes the Province of Alberta's search for a solution to fiscal and taxation equity by looking at the education funding system. The growing disparities in educational resources available to school authorities in the province are documented with the aid of graphs, tables, and charts. Part 2 examines the following four alternatives for achieving fiscal and taxation equity and also their impact on provincial and local funding: (1) full provincial funding of education; (2) provincial pooling on nonresidential property assessment; (3) modifications to the fiscal equity grant; and (4) power equalizing of the School Foundation Program Fund instructional grants. Basic features of each alternative are described, and an assessment of the adequacy of each alternative on the basis of 10 criteria is summarized. Part 3 describes a model for achieving fiscal and taxation equity, the Educational Trust Fund, that addresses the inadequacies of the four alternatives. The purpose, principles, operating guidelines, and major elements of the fund are given and the impacts on the educational system are summarized. Appended are demographic and statistical data of the Alberta school authorities. (RR)

ED 336 873

EA 023 376

Riffle, Christy Smith-Davis, Judy

Planned Change for Personnel Development: Strategic Planning and the CSPD.

Mid-South Regional Resource Center, Lexington, Ky.

Spons Agency—Special Education Programs (ED-OSERS), Washington, DC.

Pub Date—May 91

Contract—300-87-0067

Note—160p.

Available from—Publications, National Clearinghouse of Rehabilitative Training Materials, 816 West 6th, Oklahoma State University, Stillwater, OK 74078 (\$10.00 quantity discounts).

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—*Change Agents, *Change Strategies, Educational Planning, Elementary Secondary Education, *Long Range Planning, Planning, *Special Education Teachers, *Staff Development

Identifiers—*Strategic Planning

As a result of the evolving concept and practice of the Comprehensive System of Personnel Development (CSPD) required by federal law, this resource has been produced to introduce leaders of special education and related services to the concepts of strategic planning and planned change for the CSPD. It contains information, resources, and examples that will assist state leaders to position themselves to plan for and manage change, rather than react to it. Chapter 1 provides background information and an evolutionary description and definition of the CSPD. Chapter 2 presents context information and a general discussion of the principles of strategic planning and change, and it describes how these concepts apply to aspects of the CSPD. Chapter 3 discusses implications of realizing the CSPD through strategic planning and planned change for state education agencies. Chapter 4 provides a general scenario for applying strategic planning and planned change principles to the CSPD. The last section, practical resource materials, contains a number of practical resources (short activities, checklists, sets of questions, visuals, and other practical instruments) summarized from the literature on strategic planning and planned change. Among the topics of these resource materials are the following: an eight step strategic planning process, parallel

architecture, action research, trend analysis, the concerns-based adoption model, and screening promising practices for adoption. (45 references) (RR)

ED 336 874

EA 023 378

Wohlsteiter, Priscilla

Accountability Mechanisms for State Education Reform: Some Organizational Alternatives.

Pub Date—89

Note—51p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).

Pub Type—Reports - Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Accountability, Criteria, Elementary Secondary Education, *Evaluation Utilization, Outcomes of Education, Performance, *Policy Formation, School Effectiveness, *State Government

Findings from a study to explore organizational alternatives available to states for overseeing educational reform are presented in this paper. The structures and uses of eight exemplary state accountability mechanisms were analyzed. Seven of these mechanisms have already been implemented in South Carolina, Connecticut, Texas, Tennessee, Virginia, New York, and California, and one is in the development stage. In each state, indepth telephone interviews were conducted with two to three state education staff. The first section analyzes the organization and design of different types of accountability mechanisms and highlights the various ways in which states approach accountability. The second section discusses how the approaches have worked by examining their uses and consequences. The concluding section proposes a set of critical components for state accountability mechanisms based on the positive experiences of the states studied. Five criteria for a state accountability mechanism include empowerment by state government, monitoring as a primary mission, independence from implementors, strong relationships with parties external to the government, and communication with multiple constituencies. Three tables are included. (29 references) (LMI)

ED 336 875

EA 023 387

Ford, Darryl J. Ryan, Susan P.

Making the Most of School Reform: Suggestions for More Effective Local School Councils.

Chicago Panel on Public School Policy and Finance, IL.

Pub Date—Aug 91

Note—25p.

Available from—Publications, Chicago Panel on Public School Policy and Finance, 220 South State Street, Suite 1212, Chicago, IL 60604 (\$2.50 plus postage).

Pub Type—Guides - Non-Classroom (055)—Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Board of Education Role, *Boards of Education, *Decision Making, *Educational Change, Elementary Secondary Education, Meetings

Identifiers—*Chicago Public Schools IL, *Local School Councils

Chicago's Local School Councils (LSCs) are the key to successful school reform efforts. Among the numerous decisions that LSCs make that have major effects on schools are the selection of a principal, the adoption of a school improvement plan, and the approving of a school's budget. Based on attendance of over 250 LSC meetings by staff of the Chicago Panel's project on Monitoring and Researching the Efforts of School Reform in Chicago, this report provides questions, answers, and illustrations in three broad areas. The first is the nature of LSC meetings and what they look like. Discussed are agendas, minutes, correspondence/announcements, reports, seating patterns and meeting places, and public participation. The next focus area is on how councils make decisions. Quorums, motions, discussion, voting, and using good information are elaborated upon. The final area is how council members contribute to their LSC and school at council meetings, outside of council meetings, in interaction with other members of the school and community, and as individuals. In each of the three broad areas, suggestions for actions are made. Appended are a list of organizations and contact numbers for training opportunities for LSCs and highlights of the Amended School Reform Act (No. PA85-1418). (RR)

ED 336 876

EA 023 390

What We Know About: Culturally Sensitive Instruction and Student Learning.

Educational Research Service, Arlington, Va.

Pub Date—91

Note—46p.

Available from—Publication Sales, Educational Research Service, 2000 Clarendon Boulevard, Arlington, VA 22201 (Stock No. 228-00003, \$16.00 prepaid plus \$3.00 postage and handling).

Pub Type—Guides - Non-Classroom (055)—Information Analyses (070)

Document Not Available from EDRS.

Descriptors—Cross Cultural Studies, *Cultural Awareness, *Cultural Context, *Cultural Influences, Elementary Secondary Education, Instructional Development, Learning Strategies, *Multicultural Education

Current research suggests that culture strongly influences students' learning patterns, communication styles, perceptions, and behavior. This research summary details ways that teachers can improve student learning by becoming aware of cultural differences and employing culturally sensitive instructional methods. Concentrating on how students learn and how teachers teach, the document describes instructional techniques that incorporate cultural awareness, maintain standards of excellence, avoid racial stereotypes, and foster high expectations for students of all ethnic backgrounds in today's schools and classrooms. Seven main sections address the following topics: (1) understanding culture; (2) culture and learning elaborating on early learning experiences and cultural discontinuity; (3) culture conflicts in schooling outlining learning expectations and grouping, areas of culture conflict, and teachers and culture conflict; (4) culturally sensitive instruction; (5) profiles of the Kamehameha Early Education Project and other projects; (6) implementation of culturally sensitive instruction including communication strategies, cooperative learning, whole language strategies, motivation and classroom management, matching cultural cognitive styles, and using community related themes in instruction; and (7) cautions and considerations including local culture variations, assumptions and stereotypes, balancing diversity and commonality, teaching heterogeneous groups, fears of separation and inequity, classroom climate, and accomplishing constructive change. Concluding remarks are given. (65 references) (RR)

EC

ED 336 877

EC 300 609

Allison, David B. Silverstein, Jay M.

Scaling the Acceptability of Behavior Deceleration Procedures: Perceptions of Staff Working with Persons with Developmental Disabilities.

Pub Date—May 91

Note—17p.; Paper presented at the Annual Meeting of the American Association on Mental Retardation (115th, Washington, DC, May 19-23, 1991).

Pub Type—Speeches/Meeting Papers (150)—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Attitudes, Behavior Modification, *Behavior Problems, Classroom Techniques, *Developmental Disabilities, Discipline, Elementary Secondary Education, Ethics, *Intervention, Punishment, Reinforcement, Training Methods

Identifiers—*Aversive Stimuli, *Behavior Management

This study sought to examine the structure and consistency of perceptions of behavior deceleration procedures within populations, provide a preliminary "index" of acceptability, determine if these procedures can be categorized into meaningful groups, and examine the consistency of perceptions across populations. Subjects were 20 professional-level staff members who worked full-time with developmentally disabled children. Subjects were presented with descriptions of 22 frequently cited behavior reduction procedures and asked to rate each procedure for "aversiveness," "restrictiveness," "intrusiveness," and the extent to which the procedure was "normalized." Results indicated that subjects did not distinguish among the four terms. Overall, there was considerable consensus among individuals, with most disagreement occurring in the middle range of aversiveness. Based on the findings, procedures could be classified into three levels:

(1) least aversive (differential reinforcement procedures, extinction, satiation, and response-cost); (2) more aversive (time-out, negative practice, overcorrection, and both antecedent and contingent exercise); and (3) most aversive (punishment through physical stimulation). The rank ordering of treatments was compared to the rank ordering of a sample of psychology doctoral candidates and found to exhibit a great deal of consistency in ratings. (14 references) (JDD)

ED 336 878 EC 300 610

Springfield, H. Lynn

Building Interagency Teams To Support Transition of Students with Severe Disabilities.

Pub Date—May 91

Note—26p.; Paper presented at the Annual Meeting of the American Association on Mental Retardation (Washington, DC, May 19-23, 1991).

Pub Type—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Agency Cooperation, Community Coordination, Community Organizations, Cooperative Planning, Coordination, Educational Cooperation, *Education Work Relationship, Goal Orientation, Group Dynamics, High Schools, Interdisciplinary Approach, Private Agencies, Public Agencies, *School Community Relationship, *Severe Disabilities, *Teamwork, *Transitional Programs

Identifiers—*Individualized Transition Teams

This paper identifies those factors and processes critical to promoting interagency collaboration between school and community agencies represented on the Individual Transition Teams (ITT) of students with severe disabilities. The ITT's goal is to assist the student in obtaining the most satisfactory transition possible into meaningful work and living environments upon completion of the high school program. Teams may be composed of: schools; vocational rehabilitation, medical, social security, and developmental disabilities services; mental health/mental retardation agencies; parent organizations; private vendors; and community volunteers. The characteristics of an effective team, identified by C. E. Larson and F. M. J. LaFasto (1989), are applied to the local school transition committee and include: a clear, elevating goal; a result-driven structure; competent members; unified commitment; a collaborative climate; standards of excellence; external support and recognition; and principled leadership. Other team-building components are also discussed, including team organization and responsibilities, operationalizing the team, roles of team members, team planning, and common problems. The paper concludes that the challenge is to synchronize education and human service systems into a unified network that can free persons with severe disabilities to participate in a social system which bases one's value on his or her contribution to society. (32 references) (JDD)

ED 336 879 EC 300 611

Macomber, J.

Issues in Educational Service Delivery to Adults with Learning Disabilities.

Pub Date—Aug 88

Note—47p.; Paper presented at the National Conference on Adults with Special Learning Needs (Washington, DC, August, 1988).

Pub Type—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Adult Education, Continuing Education, *Delivery Systems, Diagnostic Tests, Educational Needs, Educational Policy, Handicap Identification, *Information Networks, *Interprofessional Relationship, Leadership, *Learning Disabilities, Postsecondary Education, Teacher Attitudes, Teacher Education, Teaching Methods, Test Interpretation, Theory Practice Relationship

This paper describes the inadequate leadership in service and educational delivery systems that affects adults with learning disabilities. The lack of leadership creates a situation in which there is no linkage among the professional communities dealing with learning disabilities, and no communication network to transmit knowledge. The problem is attributed to the little professional training devoted to learning disabilities in teacher training institutions and to the failure of learning-disabled adults to advocate on their own behalf. Several issues in educational service delivery to adults with learning disabilities are discussed: (1) identification of adult students with learning disabilities; (2) instructional sites where adult students with learning disabilities

appear; (3) diagnostic test interpretation; (4) professional training of educators; (5) continuing education for professionals in adult education; (6) attitudes of service providers toward adults with learning disabilities; (7) instructional materials and delivery techniques; (8) types of instructional assistance; (9) interpretation of public policy; and (10) interfacing research and practice. Includes a list of 10 resources. (JDD)

ED 336 880 EC 300 612

Koegel, Lynn Kern And Others

How To Teach Self-Management to People with Severe Disabilities. A Training Manual.

California Univ., Santa Barbara.

Spons Agency—National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.

Pub Date—[90]

Contract—G0087C0234

Note—36p.

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Behavior Change, *Behavior Problems, Case Studies, Elementary Secondary Education, Generalization, Program Implementation, *Self Evaluation (Individuals), *Severe Disabilities, *Training Methods

Identifiers—*Behavior Management, *Self Management, Self Monitoring

This manual, written in workbook form, presents a self-management program for individuals with severe disabilities. The program is designed to facilitate treatment gains in multiple settings and in the absence of a treatment provider. The steps in the program include: (1) getting ready (define behaviors, measure behaviors, choose a reward, and select an initial goal); (2) teaching self-management (gather materials, identify the behavior, record the behavior, and reward self-management); (3) creating independence (increase the amount of time the student self-manages behavior, fade the student's reliance on prompts, increase the number of responses necessary for a reward, and fade the presence of the treatment provider); (4) teaching self-management in additional settings; and (5) troubleshooting. Three case histories illustrate implementation of the self-management program. (25 references) (JDD)

ED 336 881 EC 300 613

Norton, Melanie J. Kovalik, Gail I.

Perspectives in Deafness: A Selected Bibliography of the Literature.

National Technical Inst. for the Deaf, Rochester, N. Y.

Pub Date—Jun 91

Note—54p.; For a related document, see ED 313 879.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Annotated Bibliographies, Books, Childrens Literature, Cultural Influences, *Deafness, Educational Media, Employment, Information Centers, Mental Health, Novels, Parents, Poetry, Psychology, Rehabilitation, Sign Language, Sociology

This annotated bibliography of approximately 270 items is intended for public librarians and lists the more recent (last 10 years) or more important written works and other resources in the field of deafness. Listings are grouped into the following categories: communication; culture/heritage; deafness-general works; education; employment; juvenile; juvenile-sign language; media (mostly videotapes); mental health, psychology, rehabilitation, and sociology; novels and poetry; parents and families. Also listed are periodicals, reference materials, sign language materials, organizations and information centers, and publishers. (DB)

ED 336 882 EC 300 614

Hettinga, Claudia A.-M.

Education in the Netherlands: An Outline of Regular and Special Education Focusing the Situation of Pupils and Adults with Disabilities. Educational and Psychological Interactions, No. 107.

Lund Univ. (Sweden). Malmö School of Education.

Report No.—ISSN-0070-9263

Pub Date—May 91

Note—47p.; Prepared by the Department of Educational and Psychological Research.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adult Day Care, Adult Education, Day Care, *Disabilities, Educational Finance, *Educational Needs, Elementary Secondary Education, Employment, Foreign Countries, Outcomes of Education, *Rehabilitation, Sheltered Workshops, *Special Education, Special Schools Identifiers—*Netherlands

As part of two research projects on schools for the mentally retarded and their employment possibilities, this report describes the regular and special education systems in the Netherlands, examines the situation of adults who attended the special schools, and discusses segregative circumstances in the Netherlands. The first chapter provides an overview of the Dutch education system at all levels including the role of the Ministry of Education, private and public-authority schools, compulsory education requirements, and advisory and consultative bodies. The second chapter looks at special primary and secondary education including special schools, entry to a special school, and the extent of special education. The third chapter considers living and daycare alternatives for mentally handicapped persons before and after the school period. Covered are: assistance after the birth of a handicapped child and early identification; living and daycare alternatives; the mentally handicapped and labor (the sheltered workshop); and financing the system. The final chapter offers some critical notes focusing on the structure of the system and problems within the system (e.g., difficulties of student placement, waiting lists, needs of ethnic groups), and living and daycare alternatives (e.g., shortage of placement possibilities). Includes 36 references. (DB)

ED 336 883 EC 300 615

Stahl, Agneta

Providing Transportation for the Elderly and Handicapped in Sweden: Experiences Gained and Future Trends. TFB-Report 1991:17.

Lund Univ. (Sweden). Dept. of Traffic Planning and Engineering; Swedish Transport Research Board, Stockholm.

Report No.—ISBN-91-87246-81-3; ISSN-0282-8014

Pub Date—91

Note—30p.

Available from—Allmanna Forlaget, Customer Service, S-106 47 Stockholm, Sweden (for this document); Swedish Transport Research Board (TFB), Birger Jarls torg 5, S-111 28, Stockholm, Sweden (for appendices to this document).

Pub Type—Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Accessibility (for Disabled), Adults, *Bus Transportation, Design Requirements, *Disabilities, Foreign Countries, Older Adults, *Physical Disabilities, Physical Mobility, Research and Development, *Transportation, Wheelchairs

Identifiers—*Sweden

This report summarizes results of research and development projects concerning disabled and elderly people and transportation services carried out at the Department of Traffic Planning and Engineering in Lund, Sweden. This summary is based on 12 previous reports. The first section examines Swedish policy which stresses enabling elderly and disabled people to live as normally as possible in their home environments. Policy components include requiring adaptation of public transport vehicles and local terminals to the needs of the disabled, provision of special transportation services, and an overall community-responsive public transportation system which meets individual needs. Components of such a system are then considered in more detail including the population needing special consideration, the traditional fixed route service, the service route concept (special routes and fully accessible smaller buses), and the Special Transportation Service (a demand based service for the most severely disabled). Discussed in the next section is the provision of accessible public transportation in the future (possibly the development and wide use of low-floor standard buses). Includes 18 references. The 8 appendices (earlier reports published separately) are available from the Swedish Transport Research Board. (DB)

ED 336 884 EC 300 616

Pankowski, Joe Rice, B. Douglas

Client Assistance Program: A Rehabilitation Resource. Institute on Rehabilitation Issues (15th, Tampa, Florida, December 1988).

Arkansas Univ., Fayetteville. Research and Training Center in Vocational Rehabilitation.

Spons Agency—National Inst. on Disability and

64 Document Resumes

Rehabilitation Research (ED/OSERS), Washington, DC.
Pub Date—Dec 88
Contract—H133B80065
Note—88p.

Available from—Arkansas Research & Training Center in Vocational Rehabilitation, Publications Dept., P.O. Box 1358, Hot Springs, AR 71902 (\$11.00).

Pub Type—Guides - Non-Classroom (055)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Advocacy, Agency Cooperation, Delivery Systems, *Disabilities, Due Process, Evaluation Methods, *Federal Legislation, *Rehabilitation, Services, Staff Development, Standards.

Identifiers—*Client Assistance Programs (Rehabilitation), *Rehabilitation Act 1973.

This report provides guidelines for Client Assistance Programs (CAPs), established to assist applicants and clients of programs and facilities funded under the Rehabilitation Act of 1973. This report developed out of a study to provide information to increase cooperative approaches of benefit to both programs and clients and to create training materials for CAP and rehabilitation program personnel. The first chapter looks at the history of CAPs with emphasis on provisions and implementation of the Rehabilitation Act of 1973. The second chapter presents a description of the CAP program within the rehabilitation system. Considered in the third chapter are CAP program implementation and the service delivery system. Included are definitions of types of CAP services, the CAP process, and systems advocacy services. Program results are reported in the fourth chapter which presents a summary of CAP appropriations and number of clients served. CAP case examples, and information on system changes and legal developments. Current practice issues are identified in Chapter V. These include: monitoring CAPs; evaluation standards; the appeals process; impartial hearing officer; CAPs funding level and resources; and use of systems advocacy. The final chapter gives guidelines for utilization of this document. Three appendices identify issues and study group members. Includes 16 references. (DB)

ED 336 885 EC 300 617

Individuals with Disabilities Education Act Amendments. Report To Accompany S.1106, Senate, 102d Congress, 1st Session. Calendar No. 123.

Congress of the U.S., Washington, D.C. Senate Committee on Labor and Human Resources.
Report No.—Senate-R-102-84
Pub Date—Jun 91

Note—65p; For a related document, see EC 300 618.

Pub Type—Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Agency Cooperation, *Compliance (Legal), Costs, Delivery Systems, *Disabilities, Due Process, *Early Intervention, Eligibility, *Federal Legislation, Financial Support, *Home Programs, Individualized Programs, Infants, Parent Participation, Preschool Education, Program Implementation, State Programs, Young Children
Identifiers—*Individuals Disabilities Education Act (Part H)

This report of the Committee on Labor and Human Resources favorably recommends that Senate Bill 1106, Amendments to the Individuals with Disabilities Education Act, be passed by the Senate. Noted are the legislation's purposes: to help States facing fiscal crises stay in the Infants and Toddlers with Disabilities program (Part H); to reward those States making progress toward full implementation; to provide more effective mechanisms to assure a smooth transition from Part H early intervention services to the part B preschool program; to update the language of the legislation and provide for more effective parental participation and the needs of underserved populations; as well as to reauthorize the program for 3 more years. Presented is information on the background and need for the legislation (including the legislative history, hearings and testimony, the program's importance, and important issues such as funding, delivery systems, and eligibility). Presented next are an explanation of the bill and Committee views. Discussed here are: the comprehensive delivery system for young children and their families; the early education demonstration program; parent training centers; definitions; differential funding; statewide systems; the individualized

family service plan; procedural safeguards; and interagency coordinating councils. Cost estimates are provided next followed by a section by section analysis. The final section covers changes in existing law. (DB)

ED 336 886 EC 300 618

Hearings on Reauthorization of the Early Intervention and Preschool Programs under the Individuals with Disabilities Education Act. Hearings before the Subcommittee on Select Education of the Committee on Education and Labor, House of Representatives, One Hundred Second Congress, First Session (April 11-12, 1991).

Congress of the U.S., Washington, D.C. Senate Committee on Labor and Human Resources.

Pub Date—91
Note—279p; Serial No. 102-6. Some pages contain small light print. For related document, see EC 300 617.

Available from—Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.

Pub Type—Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC12 Plus Postage.

Descriptors—*Disabilities, *Early Intervention, Educational Legislation, *Federal Legislation, Infants, Opinions, Preschool Education

Identifiers—*Individuals with Disabilities Education Act

This report presents testimony and statements concerning the reauthorization of the early intervention and preschool programs under the Individuals with Disabilities Education Act. Among the presenting testimony were: Carol Ann Baglin of the Maryland Infants and Toddlers Program; Dr. Robert Davila, of the Office of Special Education and Rehabilitative Services; Dr. James Gallagher, of the Carolina Institute for Child and Family Policy; Dr. Mary Beth Bruder, representing the Consortium for Citizens with Disabilities; Dr. Brian McNulty, of the National Association of State Directors of Special Education; Thomas Trish, parent, from the Laguna/Otoe Missouri Tribes; Elizabeth Williams, parent, of the Mississippi Band of Choctaw Indians; and Jane Wiechel, Ph.D., of the Ohio Department of Education, Division of Early Childhood Education. Additionally, numerous prepared statements from these and other witnesses are included. (DB)

ED 336 887 EC 300 619

Lipkin, Midge
The Schoolsearch Guide to Colleges with Programs or Services for Students with Learning Disabilities.

Report No.—ISBN-0-9620326-3-8

Pub Date—90
Note—706p.

Available from—Schoolsearch, 127 Marsh St., Belmont, MA 02178 (\$29.95).

Pub Type—Reference Materials - Directories/Catalogs (132)

EDRS Price - MF04 Plus Postage. PC Not Available from EDRS.

Descriptors—College Admission, *College Choice, *College Programs, Higher Education, *Learning Disabilities, Secondary Education, Special Programs, Student Needs, *Student Personnel Services

This directory was designed to help students with learning disabilities understand the types of college programs and services available to them so they can match their needs with what each school offers. Over 600 colleges and universities are profiled, divided into two sections: colleges and universities that have programs, and colleges and universities that offer services. In both sections, schools are arranged alphabetically by state. Information provided for each program includes: learning disability program name, address, and telephone number; application information; rating of importance of factors from applicants' secondary schools; test requirements; general information on campus setting, academic program, and student life; sports/activities; enrollment; learning disability program staff information; specific services; academic adjustments; diagnostic testing available; tutoring offered; unique characteristics of the program; and majors. Appendices contain tables listing individual colleges and the most important college admission factors from applicant's secondary school background; test requirements; deficits served; special services, special aids, and academic adjustments; and tutorials

offered. (JDD)

ED 336 888 EC 300 620

Lipkin, Midge
The Schoolsearch Guide to Private Schools for Students with Learning Disabilities.

Report No.—ISBN-0-9620326-1-1

Pub Date—89

Note—337p.

Available from—Schoolsearch, 127 Marsh St., Belmont, MA 02178 (\$29.95).

Pub Type—Reference Materials - Directories/Catalogs (132)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Admission (School), Elementary Secondary Education, *Learning Disabilities, Mild Disabilities, Preschool Education, *Private Schools, *Remedial Programs, *School Choice, Special Classes, *Special Programs, Tutorial Programs

This directory is designed to provide access to appropriate remedial resources offered by or through private schools for children (from ages 2-22) with specific learning disabilities. The directory lists 305 schools in three sections: (1) private schools for students with learning disabilities; (2) schools that have a learning disability program within their regular private school; and (3) schools that accommodate students with minimal learning disabilities. Within each section, schools are listed alphabetically by state. In the first two sections, each school's description provides information such as address, telephone number, date founded, contact person, facilities, admission requirements, student/faculty ratio, length of school day, faculty profile, expenses and financial aid, frequency and type of progress reports, graduation requirements, student profile, support programs, educational programs, extracurricular activities, athletic facilities, athletic programs, and summer programs. In addition, schools were asked to briefly state how students who are "hard to reach" are taught and what is unique about the school or the program. The third section lists schools that accommodate students with minimal learning disabilities and offers information on tutoring and accommodations for learning-disabled students. Three introductory chapters discuss identification of the student's educational needs and goals, procedures for finding a suitable school, and steps to facilitate the application process. (JDD)

This directory is designed to provide access to appropriate remedial resources offered by or through private schools for children (from ages 2-22) with specific learning disabilities. The directory lists 305 schools in three sections: (1) private schools for students with learning disabilities; (2) schools that have a learning disability program within their regular private school; and (3) schools that accommodate students with minimal learning disabilities. Within each section, schools are listed alphabetically by state. In the first two sections, each school's description provides information such as address, telephone number, date founded, contact person, facilities, admission requirements, student/faculty ratio, length of school day, faculty profile, expenses and financial aid, frequency and type of progress reports, graduation requirements, student profile, support programs, educational programs, extracurricular activities, athletic facilities, athletic programs, and summer programs. In addition, schools were asked to briefly state how students who are "hard to reach" are taught and what is unique about the school or the program. The third section lists schools that accommodate students with minimal learning disabilities and offers information on tutoring and accommodations for learning-disabled students. Three introductory chapters discuss identification of the student's educational needs and goals, procedures for finding a suitable school, and steps to facilitate the application process. (JDD)

ED 336 889 EC 300 621

Arneaud, Susan
Michigan's Family Support and Family Subsidy Programs. Remarks for the New Jersey Council of Executive-ARC.

Pub Date—6 Apr 91

Note—35p.

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Child Rearing, *Developmental Disabilities, *Family Financial Resources, *Family Programs, *Financial Support, Full State Funding, Parent Attitudes, Program Implementation, *Severe Disabilities, Social Services, State Aid, State Programs

Identifiers—*Michigan

"Family support" describes the philosophy of the Michigan Public Mental Health System. Family Support is also the name of a Michigan program that provides the supports that parents of children with developmental disabilities need to keep their families together. Services include respite care, client services management, parent and caregiver training, parent support groups, accommodative home improvements, sibling programs, adaptive equipment, and a family support subsidy. The Family Support Subsidy, which is 100% State funded, is a cash entitlement of approximately \$3,000 annually provided to families with a taxable income below \$60,000 per year who care for their children with severe impairments. Parents have flexibility to spend the subsidy in whatever way they wish to meet the special needs of their family. In evaluation activities, the majority of families reported spending the subsidy on clothing, education aides, general household expenses, sitters, medical expenses, and diapers. The subsidy is viewed by parents as a symbol of recognition by the State of the value of caregivers and the care they give. A copy of the program's Fiscal Year 1989 annual report to the Governor and Legislature is appended. This report describes the purpose of the subsidy, its effectiveness, its impact on families, out-

reach activities to identify new subsidy applicants, annual evaluation, and recommendations for improvements. (JDD)

ED 336 890 EC 300 622
HEATH Resource Directory, 1991-92.

American Council on Education, Washington, DC. HEATH Resource Center.

Spons Agency—Department of Education, Washington, DC.

Pub Date—Jun 91
Contract—H030C0000190A

Note—39p.
Available from—HEATH Resource Center, One Dupont Circle, Suite 800, Washington, DC 20036 (free).

Pub Type—Reference Materials—Directories/Catalogs (132)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—*Access to Education, Advocacy, *Disabilities, Employment, Independent Living, Information Sources, Legal Aid, *Postsecondary Education, Rehabilitation, Resources, Social Integration, Student Financial Aid, Technology

This issue of a biannual directory contains a selection of resources in the field of postsecondary education and disability. The directory is organized into the following sections: (1) "Advocacy, Access, and Awareness," covering advocacy and awareness across disabilities, architectural access, education and career access, and family support; (2) "Community Integration," covering employment, independent living, and rehabilitation; (3) "Disability-Specific Organizations," listing organizations concerned with chronic illness, developmental disabilities, hearing impairment, learning disabilities, mobility impairment and injury-related disabilities, psychiatric disabilities, and vision impairment; (4) "Funding"; (5) "Legal Assistance," describing legal assistance organizations, federal laws and regulations, and technical assistance on civil rights; and (6) "Technology." Within each section, organizational and institutional resources are named, their addresses and telephone numbers provided, and their purpose and services described. A list of toll-free telephone services concludes the directory. (JDD)

ED 336 891 EC 300 623
Warger, Cynthia L. Cuskaden, Eileen C.

The Artswork: Employment Training through the Arts.

John F. Kennedy Center for the Performing Arts, Washington, D.C.

Pub Date—90
Note—53p.

Available from—Very Special Arts, Education Office, The John F. Kennedy Center for the Performing Arts, Washington, DC 20566 (\$16.00).

Pub Type—Reports—Descriptive (141)—Guides—Classroom—Teacher (052)

EDRS Price—MF01/PC03 Plus Postage.

Descriptors—Apprenticeships, Curriculum Development, *Developmental Disabilities, Education Work Relationship, Employment Potential, *Fine Arts, *Interpersonal Competence, Job Skills, Job Training, *Learning Activities, Program Implementation, Secondary Education, Self Esteem, Teaching Methods, *Transitional Programs, *Vocational Education

Identifiers—*Transition Through the Arts, Very Special Arts

This booklet, based on the Transition Through the Arts project developed by Very Special Arts, describes the successes that project instructors have achieved in using the arts to assist individuals with developmental disabilities reach employment. The project uses the arts as a vehicle to teach and reinforce the social and personal skill components of the vocational or career education curriculum. Improving social and personal employability skills is expected to lead to greater work adjustment and success, and subsequently, to improved employer attitudes regarding the capabilities of individuals with disabilities. The program components include: a curriculum that uses the arts to teach social skills related to employability; a community resource team; a culminating activity; and an apprenticeship component. The booklet describes how three sites applied the program model to enhance the employability opportunities of their clients. The sites are: the Kennedy Institute in Washington, D.C.; Dayton Public Schools in Ohio; and Valley High School in Albuquerque, New Mexico. The final chapter describes 23 instructional strategies and activities involving dance, music, visual arts, and drama to

assist in developing student self-awareness, social skills, communication skills, and positive work attitudes. (32 references) (JDD)

ED 336 892 EC 300 624
Pope, Andrew M., Ed. Tarlov, Alvin R., Ed.

Disability in America: Toward a National Agenda for Prevention.

Institute of Medicine (NAS), Washington, DC. Div. of Health Promotion and Disease Prevention.

Report No.—ISBN-0-309-04378-6
Pub Date—91

Note—375p.; Prepared by the Committee on a National Agenda for Prevention of Disabilities. For the Summary and Recommendations published separately, see EC 300 625.

Available from—National Academy Press, 2201 Constitution Ave., N.W., Washington, DC (\$29.95).

Pub Type—Books (010)—Reports—Descriptive (141)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Accessibility (for Disabled), Aging (Individuals), Chronic Illness, Developmental Disabilities, *Disabilities, Epidemiology, Federal Programs, *Incidence, Injuries, *Models, Multiple Disabilities, National Programs, *Prevention, Private Agencies, Public Health, *Public Policy, Quality of Life, Research Needs

This report focuses on preventing potentially disabling conditions from developing into disabilities and on minimizing the effects of such conditions on a person's productivity and quality of life. It describes disability as a social and public health issue and not just a physical condition. The report begins with an executive summary, an introduction which discusses prevention issues in general and defines concepts, and a list of 27 recommendations. Subsequent chapters discuss: (1) the magnitude and dimensions of disability in the United States; (2) a conceptual approach to disability prevention and use of the tools and principles of epidemiology; (3) major areas of disability (developmental disabilities, injury-related disabilities, chronic diseases and aging, and secondary conditions associated with primary disabling conditions); (4) government and private sector programs concerned with disability prevention; and (5) conclusions and recommendations in the areas of a national program for the prevention of disability, surveillance, research, access to care and preventive services, and professional and public education. Appendixes contain a paper by Saad Z. Nagi titled "Disability Concepts Revisited: Implications for Prevention"; a statement of one committee member dissenting from this majority report of the Committee on a National Agenda for the Prevention of Disabilities; a response to the dissenting statement by committee members; and committee biographies. (Approximately 375 references) (JDD)

ED 336 893 EC 300 625
Pope, Andrew M., Ed. Tarlov, Alvin R., Ed.

Disability in America: Toward a National Agenda for Prevention. Summary and Recommendations.

Institute of Medicine (NAS), Washington, DC. Div. of Health Promotion and Disease Prevention.

Spons Agency—Center for Disease Control (DHHS/PHS), Atlanta, Ga.

Pub Date—91
Contract—200-88-0690

Note—51p.; Prepared by the Committee on a National Agenda for the Prevention of Disabilities. For the complete report from which this summary was extracted, see EC 300 624.

Available from—Institute of Medicine, Committee on a National Agenda for the Prevention of Disabilities, 2101 Constitution Ave., N.W., Washington, DC 20418 (limited quantities available).

Pub Type—Reports—Descriptive (141)—Opinion Papers (120)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Accessibility (for Disabled), Aging (Individuals), Chronic Illness, Developmental Disabilities, *Disabilities, *Incidence, Injuries, *Models, Multiple Disabilities, National Programs, *Prevention, Public Health, *Public Policy, Quality of Life, Research Needs

This pamphlet reprints the preface, contents, executive summary, and 27 recommendations from an extensive report on disability prevention issued by the Committee on a National Agenda for the Prevention of Disabilities. The summary notes that dis-

ability is a social, public health, and moral issue in addition to a medical issue. It cites statistics on the incidence of disabling conditions, and offers an overview of the conceptual framework of disability used in the report, composed of pathology, impairment, functional limitation, and disability. The summary then discusses prevention of disabilities across the life cycle: developmental disabilities, injury-related disabilities, disabilities associated with chronic disease and aging, and secondary conditions associated with disability. The 27 recommendations deal with the areas of: organization and coordination of a national program for the prevention of disability, surveillance, research, access to care and preventive services, and professional and public education. (JDD)

ED 336 894 EC 300 626
Hall, Elizabeth A.

An Examination of the Process of Teaching Reading to Learning Disabled Children: Vygotskian Perspectives.

Pub Date—Apr 91
Note—19p.; Paper presented at the Annual Meeting of the American Educational Research Association (72nd, Chicago, IL, April 3-7, 1991).

Pub Type—Speeches/Meeting Papers (150)
EDRS Price—MF01/PC01 Plus Postage.

Descriptors—*Classroom Communication, Instructional Effectiveness, Interaction, *Learning Disabilities, *Mainstreaming, Primary Education, *Reading Instruction, *Resource Room Programs, *Teacher Student Relationship

Identifiers—*Vygotsky (Levs)

The process of teaching reading to 12 second- and third-grade learning-disabled children was investigated in mainstream classrooms and resource rooms. The study focused on how the process of achieving intersubjectivity in a routine task like reading takes place and how the construction of intersubjectivity (referred to as scaffolding) can vary as a result of the teacher norms being brought to the task. Transcripts of teacher-child interaction were coded according to Vygotskian principles. Resource teachers were found to apply these principles more consistently than mainstream teachers. As a result, resource teachers had longer interactions with children in which they made more adjustments that catered to a reader's zone of proximal development. Students in resource rooms were also more likely to have successful reading episodes and were more likely to initiate interaction. It is concluded that resource room teacher-child interactions were longer because mainstream teachers persisted in the use of the recitation model of teaching to a greater extent than did resource teachers, and because mainstream classroom settings used a more hierarchical physical arrangement of space and the teacher's position. It is suggested that resource rooms are more effective in supporting learning-disabled children academically. (Includes seven references.) (Author/JDD)

ED 336 895 EC 300 627
Landers, Mary F. Weaver, Roberta

Teaching Competencies Identified by Mainstream Teachers: Implications for Teacher Training.

Pub Date—Apr 91
Note—29p.; Paper presented at the Annual Conference of the Council for Exceptional Children (69th, Atlanta, GA, April 1-5, 1991). The research was supported by a grant provided by the State of Ohio's State Superintendent's Task Force on Preparing Special Education Personnel.

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—*Competence, *Disabilities, Elementary Secondary Education, Higher Education, In-service Teacher Education, *Mainstreaming, Preservice Teacher Education, *Regular and Special Education Relationship, Special Education Teachers, Surveys, *Teacher Attitudes, *Teacher Education

This survey of 204 regular classroom teachers sought to determine to what extent 65 competencies (identified as essential for special education teachers of the severely handicapped) are necessary for teachers who have special education students mainstreamed into their classrooms. The mainstream teacher sample in this study and a special education teacher sample from a 1987 study both valued the 65 core competencies similarly. Competencies perceived by mainstream teachers as important were also perceived to be possessed to some degree. Thirty-two competencies were rated as important

enough to suggest placement within a preservice teacher education program. The strong correlation between inservice special educator ratings and inservice mainstream teacher ratings on the importance of the core competencies suggests a shared "subcore" of competencies which has the potential for bringing the mainstream teacher and the special educator together for collaboration. Preservice and inservice program implications are listed. (JDD)

ED 336 896 EC 300 628

Charter, Patricia Flores

Who Will Teach Our Children?...Use of Bilingual Paraprofessionals in Special Education.

Pub Date—[91]

Note—13p.

Pub Type—Reports - Descriptive (141) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Bilingual Education, *Bilingualism, *Disabilities, Elementary Secondary Education, *Limited English Speaking, *Paraprofessional School Personnel, Program Implementation, Spanish Speaking, *Special Education, Teacher Aides

Identifiers—Vista Unified School District CA

In response to the shortage of qualified bilingual special education personnel to work with Limited English Proficient (LEP) special needs students, a program was developed in Vista Unified School District in North San Diego County, California, which involves training bilingual paraprofessionals to serve in special education settings. The paraprofessionals work with Spanish-speaking students who have primary language goals and objectives on their individualized education programs. Following a brief program description, a guide to the effective use of bilingual paraprofessionals in special education is provided, covering: advantages and disadvantages of using bilingual paraprofessionals; administrative planning options and support for use of bilingual paraprofessionals in special education; use of bilingual paraprofessionals in the classroom setting; training needs of special education certificated personnel in the use of bilingual paraprofessionals; and training needs of bilingual paraprofessionals in special education. (JDD)

ED 336 897 EC 300 629

Feldman, David

Hearing, Listening and Phonosensitivity.

Pub Date—[86]

Note—14p. Translated from the French, Italian and Dutch originals.

Pub Type—Reports - Descriptive (141) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Attention, *Auditory Stimuli, *Communication Disorders, Elementary Secondary Education, *Hearing (Physiology), *Listening, Psychosocials

Identifiers—*Phonosensitivity

This paper examines human phonosensitivity (the process by which an organism receives acoustic stimuli and integrates them into its behavior patterns), which is divided into two distinct but inseparable systems: hearing, which controls the reception, transmission, and perception of acoustic stimuli, and listening, which controls the discrimination and identification of the stimuli as well as their integration in the organism's behavior patterns and memories. Any sound whose acoustic parameters meet the general criteria of simple audibility will generally activate hearing. The activation of listening, however, depends upon a series of conditions imposed by the specific nature of the message and the physiological state of the hearer. Five propositions are presented concerning the role of these conditions: (1) the process of hearing is globally different from listening, but integrating a sound stimulus can only result from activation of the entire chain of processes; (2) hearing is an essentially non-selective activity while listening is essentially selective; (3) hearing has no specialized function in relation to "affectivity," while listening does; (4) hearing is essentially automatic, while listening is in some measure voluntary; and (5) although hearing is obviously an absolute prerequisite for normal auditory-phonatory behavior, only the listening process ensures the adaptation of the audiophonological circuits necessary for emitting vocal messages in particular environments. (Includes 16 reference notes.) (JDD)

ED 336 898 EC 300 630

Feldman, David

The Transcultural Child in Special Education.

Pub Date—90

Note—6p.; Paper presented at the World Congress on Special Education (New York, NY, 1990).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Bilingualism, Cultural Differences, *Cultural Pluralism, Developed Nations, *Disabilities, Educational Diagnosis, Elementary Secondary Education, Foreign Countries, Handicap Identification, *Language Handicaps, Migrants, *Relocation, *Student Characteristics, *Student Mobility, Student Needs

The transcultural population of most open-border economically developed nations has exhibited significant growth over the last 40 years, and numbers of transcultural persons in special education have grown proportionately. The transcultural person in special education presents certain characteristics, problems, or disorders that have not been diagnosed or rehabilitated successfully. These problems or characteristics concern: (1) general health, where differing customs and availability of medical consultation frequently preclude timely diagnosis; (2) intellectual capacity, where some tests are insufficiently standardized and weighted with reference to specific cultural populations, and tests are administered in an inappropriate language; (3) psychosocial adaptation, entailing loss of the security of the group and separation from the family of origin due to migratory movements; (4) language capacity, as transcultural children are often compound bilinguals in which neither language is perfected and each is asymmetrically contaminated by interferences from the other, and there is a need to create fluency in both target and source language; and (5) specific learning handicaps, which are difficult to diagnose when communication problems exist. (JDD)

ED 336 899 EC 300 631

Wheeler, John J.

Education of Students with Severe Disabilities in General Education Settings: A Resource Manual.

Pub Date—91

Note—32p.

Pub Type—Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Classroom Techniques, Educational Needs, Educational Quality, Elementary Secondary Education, *Mainstreaming, *Severe Disabilities, *Student Evaluation, *Student Needs, *Teaching Methods

This paper reviews literature relating to the educational needs of children with severe disabilities and describes methods to facilitate inclusion of these children into integrated educational settings. The paper defines use of the term "learners with severe disabilities" and outlines trends in placement of these learners. Components of a quality education are identified, including its age appropriateness, specific objectives, functional activities, consistent cue hierarchy, systematic data-based instruction, periodic program review, community-based instruction, integrated delivery of related services, interactions with nondisabled peers, transition planning, and home-school partnership. A synthesis of the literature on assessment of learners with severe disabilities emphasizes the use of ecological inventories and transdisciplinary models. Modifications designed to facilitate inclusion of learners with severe disabilities in integrated educational settings are then discussed, including improved accessibility, increased teacher familiarity with specialized needs of students with severe disabilities, and others. (Includes 21 references.) (JDD)

ED 336 900 EC 300 632

Fine, Janis

Progressive Movement: Impetus for Parents of the Handicapped.

Pub Date—Apr 91

Note—15p.; Paper presented at the Annual Meeting of the American Education Research Association (72nd, Chicago, IL, April 3-7, 1991).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141) — Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Activism, *Child Advocacy, *Citizen Participation, *Disabilities, Educational Change, Educational Development, *Educational History, Elementary Secondary Education, Parent Education, *Parent Role, *Social Action, Social Change The impact of the Progressive Movement of

1890-1935 on social, political, economic, and educational developments is reviewed, especially as it relates to parents of handicapped children. The paper notes how parents of the handicapped have evolved from being suspected of causing their child's handicap to becoming partners with professionals in treatment, and how they have made that transformation largely through their own individual and collective efforts. The paper describes the aims and objectives of: (1) the National Congress of Mothers; (2) parent education and child study; (3) social reformers; and (4) educational reformers. (Includes 16 endnotes.) (JDD)

ED 336 901 EC 300 633

Koegel, Robert L. And Others

How To Teach Pivotal Behaviors to Children with Autism: A Training Manual.

California Univ., San Diego; California Univ., Santa Barbara.

Spons Agency—National Inst. of Mental Health (DHHS), Rockville, Md.; National Inst. on Disability and Rehabilitation Research (ED/OS-ERS), Washington, DC.

Pub Date—[88]

Contract—G0087C0234; MH28210; MH39434

Note—41p.

Available from—University of California, Santa Barbara, Dept. of Speech and Hearing Sciences, Santa Barbara, CA 93106 (\$3.00).

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Autism, *Behavior Change, Contingency Management, Elementary Secondary Education, *Interaction, Motivation, *Questioning Techniques, *Severe Disabilities, Student Reaction, *Training Methods

This manual presents a training methodology for use in changing pivotal behaviors of children with autism or other severe handicaps. Behaviors specifically addressed for their far ranging effects involve motivation and responsivity to multiple cues. Seven instructional points are detailed with both good and poor implementation examples. The manual stresses that the question, instruction, or opportunity to respond should: (1) be clear, uninterrupted, and appropriate to the task; (2) be interspersed with maintenance tasks; (3) be chosen by the child; and (4) include multiple components. Also encouraged are reinforcers that are contingent upon the behavior, administered following any attempts to respond, and related to the desired behavior. A partial workbook format encourages the reader to identify appropriate personal applications of each training technique. Includes 16 references. (DB)

ED 336 902 EC 300 634

Pawl, Jerce, Ed.

[Environmental Risks to Infants and Children.]

National Center for Clinical Infant Programs, Arlington, VA.

Report No.—ISSN-0736-8083

Pub Date—Jun 91

Note—25p.

Available from—National Center for Clinical Infant Programs, P.O. Box 25494, Richmond, VA 23260-3494 (\$4.00 per issue, \$18.00 per year).

Journal Cit—Zero to Three; v11 n5 p1-23 Jun 1991

Pub Type—Journal Articles (080)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Disabilities, Diseases, *Environmental Influences, Hazardous Materials, Infants, Lead Poisoning, Migrant Workers, Physical Environment, Pollution, *Prevention, Public Health, *Safety, Screening Tests, Toddlers, Young Children

Identifiers—Burns (Injuries)

This theme issue addresses environmental risks to infants and young children. Articles have the following titles and authors: "Lead Exposure: The Commonest Environmental Disease of Childhood" (Herbert L. Needleman); "Research in Process: A Comparison of Lead Screening Methods in Young Children" (Catherine S. Rude and David Schonfeld); "Childhood Burns: The Preventable Epidemic" (Jean L. Athey and Laura Kavanagh); "Infants, Toddlers, and Indoor Air Pollution" (Nancy Thorndike Greenspan); "Environmental Risks to the Infants and Toddlers of Migrant Farmworkers" (Jan Greenberg). References accompany each article. (DB)

ED 336 903 EC 300 635

The Single Parent.

Pub Date—Jun 91

Note—9p.

Available from—Lindell Press, Inc., P.O. Box 462, South Salem, NY 10590 (\$20.00 per year, \$3.75 per issue).

Journal Cit—Special Parent/Special Child; v7 n3 May-Jun 1991

Pub Type—Collected Works - Serials (022) — Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Child Rearing, *Coping, Day Care, *Disabilities, Emotional Adjustment, *Employed Parents, Employed Women, *One Parent Family, Parent Attitudes, Social Support Groups

This theme issue addresses special concerns of single parents of children with disabilities. Parents are encouraged to give themselves time to heal, to feel their feelings, and to find a support group. Developing a positive attitude is also encouraged through pointing out some advantages to the single parent role and suggestions on becoming a positive role model and discovering oneself. Guidelines for developing a support system including the ex-spouse, other relatives, other special parents, other singles, and housemates are offered. Guidelines specifically for the working single parent address choosing child care and finding the right kind of work (including creative options such as flexible working hours, job sharing, and part-time work). Then, practical do's and don'ts are offered such as: "do find time for yourself"; "don't hide or isolate yourself"; "do keep your home life stable"; and "don't neglect your health." Finally, a psychologist, George Popper, briefly discusses divorce and the parents of a special child. (DB)

ED 336 904 EC 300 636

Berendes, Heinz W., Ed. And Others

Advances in the Prevention of Low Birthweight.

Proceedings from an International Symposium

(Cape Cod, Massachusetts, May 8-11, 1988).

National Center for Education in Maternal and Child Health, Washington, DC.

Spons Agency—Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Bureau of Maternal and Child Health and Resources Development; National Inst. of Child Health and Human Development (NIH), Bethesda, Md.

Pub Date—91

Contract—MCU-117007

Note—247p.

Available from—National Maternal and Child Health Clearinghouse (NMCHC), 38th and R Streets, N.W., Washington, DC 20057 (single copies free).

Pub Type—Collected Works - Proceedings (021)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors—*Birth Weight, *Congenital Impairments, Etiology, Infants, Medical Research, Neonates, Nutrition, Perinatal Influences, Pregnancy, *Premature Infants, *Prenatal Influences, *Prevention, *Preventive Medicine, Smoking, Social Support Groups, Stress Variables

This proceedings document contains papers addressing trends, determinants, and interventions in preventing low birthweight. Papers have the following titles and authors: "Trends in Rates of Low Birthweight in the United States" (Mary McCormick); "Evolution of the Preterm Birth Rate in France" (Gerard Breart); "The Etiology and Prevention of Low Birthweight: Current Knowledge and Priorities for Future Research" (Michael Kramer); "Support and Stress during Pregnancy: What Do They Tell Us about Low Birthweight?" (Jeanne Brooks-Gunn); "Results of a Three-Year Prospective Controlled Randomized Trial of Preterm Birth Prevention at the University of Pittsburgh" (Eberhard Mueller-Heubach); "Decrease and Rise in Rates of Preterm Deliveries: Haguenau Prenatal Study, 1971-1988" (Emile Papiernik et al.); "The West Los Angeles Prematurity Prevention Project: A Progress Report" (Calvin Hobel et al.); "The South Carolina Multicentered Randomized Controlled Trial To Reduce Low Birthweight" (Henry Heins et al.); "A Prematurity Prevention Project in Northwest North Carolina" (Paul Meis et al.); "The Family Workers Project: Evaluation of a Randomized Controlled Trial of a Pregnancy Social Support Service" (Brenda Spencer); "The Social Support and Pregnancy Outcome Study" (Ann Oakley and Lynda Rajan); "Prevention of Preterm Deliveries by Home Visiting System: Results of a French Randomized Controlled Trial" (Beatrice Blondel et al.); "Smoking Interventions during Pregnancy" (Mary Sexton); "Cervical Cerclage: New Evidence from the Medical Research Council/Royal College of Obstetricians and Gynecologists" (Adrian Grant);

"Prevention of Intrauterine Growth Retardation with Antiplatelet Therapy" (Serge Uzan); "Does Calcium Supplementation Reduce Pregnancy-Induced Hypertension and Prematurity?" (Jose Villar); "Magnesium Supplementation in Pregnancy: A Double-Blind Study" (Ludwig Spatling); "An Overview of Trials of Social Support during Pregnancy" (Diana Elbourne and Ann Oakley); "Inhibition of Preterm Labor: Is It Worthwhile?" (Marc Keirse). Appendixes provide the symposium program and list of participants. (DB)

ED 336 905 EC 300 637

LaPlante, Mitchell P.

Disability in Basic Life Activities across the Life

Span. Disability Statistics Report 1.

California Univ., San Francisco. Inst. for Health and Aging.

Spons Agency—National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.

Pub Date—Apr 91

Contract—G0087C2014

Note—46p.; A version of this paper was presented at the Annual Meeting of the American Public Health Association (Boston, MA, November 15, 1988).

Pub Type—Numerical/Quantitative Data (110) — Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adults, Caregivers, Children, *Daily Living Skills, *Disabilities, Incidence, *Independent Living, Individual Needs, Long Term Care, *Needs Assessment, Older Adults

This report presents results of analysis of data from 5,215 noninstitutionalized persons with disabilities as reported in the 1979 and 1980 National Health Interview Survey, Home Care Supplement. Results are reported for the following assistance categories: assistance in basic physical activities; frequency of help in basic physical activities; assistance in selected instrumental activities of daily living; and correlates of assistance needs. A discussion notes that about 43 percent of persons living in the community who need assistance in basic life activities are nonelderly, that women outnumber men in needing assistance, that nonelderly adults are the most likely to use special equipment, and that nonelderly adults needing assistance make the greatest use of physician services. Implications of these findings for life-span planning of services are considered. About 30 tables present detailed data by type of activity or nature of assistance, age groups, sex, chronic health conditions, and how often someone must be present at home. An appendix documents the statistical methodology involved. (DB)

ED 336 906 EC 300 638

Halle, James W., And Others

Enhancing the Aerobic Fitness of Individuals with

Moderate and Severe Disabilities: A Peer-Mediated Aerobic Conditioning Program.

Illinois Univ., Champaign.

Spons Agency—Special Education Programs (ED/OSERS), Washington, DC.

Report No.—ISBN-0-915611-39-2

Pub Date—91

Contract—G008630385

Note—364p.

Available from—Sagamore Publishing, Inc., P.O. Box 673, Champaign, IL 61824-0673.

Pub Type—Guides - Non-Classroom (055) —

Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC15 Plus Postage.

Descriptors—*Adapted Physical Education, *Attitude Change, *Disabilities, Elementary Secondary Education, Exercise, Instructional Materials, Mainstreaming, Peer Relationship, *Peer Teaching, *Physical Fitness, Program Evaluation, Program Implementation, Severe Disabilities, Social Integration, Student Evaluation, *Teaching Methods

Identifiers—Attitudes toward Disabled

This manual describes a physical fitness program for students with moderate and severe disabilities, which has as additional goals integration with nondisabled peers and improved attitudes of nondisabled peers toward students with disabilities. The first section presents background information, describes the program's development, and presents the data collected from the major research areas of the project (i.e., fitness, social interaction, and consumer satisfaction). The second section contains the components for implementing the program, including lesson plans for training the nondisabled partners, guidelines for the daily exercise sessions (i.e.,

a selection of exercise formats, activities for the sessions, suggestions for motivating participants, and program evaluation tools); a description of two exemplary exercise sessions; and a list of considerations to help plan program implementation. The final section contains appended materials, including an aerobic conditioning unit, a handicapping conditions unit, the program instructional unit skills checklist, an assignment sheet, an activities packet, fitness evaluation forms, program evaluation consumer satisfaction survey, ideas for reinforcement selection, ideas for monitoring progress, teacher worksheets, and letters and forms. Several bibliographies provide additional references on fitness, fitness curriculum, handicapping conditions, sensitizing middle/high school students to disabilities, movies, and filmstrips. (DB)

ED 336 907 EC 300 639

McGonigle, Mary J., Ed. And Others

Guidelines and Recommended Practices for the

Individualized Family Service Plan. Second Edition.

Association for the Care of Children's Health, Bethesda, MD; North Carolina Univ., Chapel Hill. Frank Porter Graham Center.

Spons Agency—Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Bureau of Maternal and Child Health and Resources Development; Special Education Programs (ED/OSERS), Washington, DC.

Report No.—ISBN-0-937821-77-2

Pub Date—Apr 91

Contract—300-87-0163; MCJ-113793

Note—230p.

Available from—Association for the Care of Children's Health, 7910 Woodmont Ave., Suite 300, Bethesda, MD 20814-3015 (\$15.00, \$12.00 for ten or more).

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors—Check Lists, Delivery Systems, *Disabilities, *Early Intervention, Educational Practices, Evaluation Methods, *Family Programs, Guidelines, Human Services, *Individualized Programs, Infants, *Needs Assessment, Preschool Education, Program Evaluation, Program Implementation, Young Children

Identifiers—*Individualized Family Service Plans

This monograph presents identified best practices in the development of Individualized Family Service Plans (IFSP) as required for families who have young children with disabilities, by Public Law 99-457, the Education of the Handicapped Act Amendments (1986). Chapter One presents an overview of the monograph's development and use. Chapter Two discusses the philosophy and conceptual framework of the IFSP, and Chapter Three details the IFSP sequence, giving examples. Chapter Four focuses on building positive relationships between professionals and families (e.g., interpersonal skills needed by professionals and organizational support for interpersonal processes); and Chapter Five presents practices for identifying children's strengths and needs. Identification of family concerns, priorities, and resources is the subject of Chapter Six. Development of the IFSP itself, including outcomes, strategies, activities, and services, is detailed in Chapter Seven, while Chapter Eight presents principles for implementation of the IFSP (e.g., opportunities for experimentation, service coordination principles, protection of family rights). Chapter Nine looks at future directions of the IFSP. Also provided are a glossary and 85 references. Appendixes include sample IFSPs; family-centered principles, guidelines, and checklists; assessment resources; resources for identifying family concerns, priorities, and resources for evaluating the IFSP process; and a reader's monograph reaction sheet. (DB)

ED 336 908 EC 300 640

May, James

Fathers of Children with Special Needs: New

Horizons. First Edition.

Association for the Care of Children's Health, Washington, DC.

Spons Agency—Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Office for Maternal and Child Health Services.

Report No.—ISBN-0-937821-73-X

Pub Date—91

Contract—MCJ-115039

Note—58p.; A related videotape is also available from the Association titled "Special Kids, Special Dads: Fathers of Children with Disabilities."

Available from—Association for the Care of Children's Health, 7910 Woodmont Ave., Suite 300, Bethesda, MD 20814-3015 (\$4.95).

Pub Type—Information Analyses (070)

EDRS Price—MF01/PC03 Plus Postage.

Descriptors—*Child Rearing, Delivery Systems, *Disabilities, *Fathers, Individual Needs, *Parent Attitudes, Parent Child Relationship, Parent Role

This book addresses the specific needs and concerns of fathers of children with special needs. It summarizes research regarding fathers of children with special health needs and disabilities. It offers a new paradigm of service delivery to enable professionals to encourage fathers' involvement in their children's care. Innovative service delivery strategies to assist fathers are suggested as are means of developing effective father support programs. Statements by fathers of children with special needs appear throughout the book and provide insights into their needs and feelings. A resource section for parents and professionals is included. Includes 42 references. (DB)

ED 336 909 EC 300 641

Muir-Broadbent, Jacqueline Coyle, Thomas

Effects of Giftedness and Achievement on the Training and Transfer of a Strategy for Solving Analogies.

Pub Date—Apr 91

Note—13p; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Seattle, WA, April 18-20, 1991).

Pub Type—Speeches/Meeting Papers (150) — Reports — Research (143)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, Comparative Analysis, *Generalization, *Gifted, *High Achievement, Instructional Effectiveness, Junior High Schools, *Learning Strategies, *Performance Factors, Transfer of Training, *Underachievement, Verbal Ability

Identifiers—*Analogies

Group differences based on giftedness and achievement were examined in acquisition and generalization of a strategy for solving verbal and figural analogies. The strategy involved making a sentence that captured the relationship between a pair of words and then applying that sentence to a third item. A total of 162 high-achieving gifted, underachieving gifted, high-achieving nongifted, and average-achieving nongifted children in seventh and eighth grades were assessed on their performance at baseline, training, proximal transfer, and distal transfer. The strategy training improved performance, raising correct responses (out of 10) from 6.2 to 6.9. Each of the four groups differed significantly in analogy solving accuracy. Group differences in performance were paralleled by group differences in strategy use. The high-achieving gifted were more spontaneously, frequently, and successfully strategic, and were the only group to increase performance at distal transfer. The underachieving gifted showed qualitative deficits in their strategic functioning. (Eight references) (JDD)

ED 336 910 EC 300 642

[Supplements for Programs for Children with Exceptionalities.]

Kansas State Board of Education, Topeka.

Pub Date—Jul 90

Note—138p.

Pub Type—Legal/Legislative/Regulatory Materials (090) — Guides — Non-Classroom (055)

EDRS Price—MF01/PC06 Plus Postage.

Descriptors—Behavior Disorders, Deaf Blind, *Disabilities, Early Intervention, Elementary Secondary Education, *Gifted, Hearing Impairments, Language Handicaps, Learning Disabilities, Learning Resources Centers, Mental Retardation, Multiple Disabilities, Paraprofessional School Personnel, Physical Disabilities, Physical Education, Preschool Education, Program Evaluation, Severe Disabilities, *Special Education, *State Standards, Transitional Programs, Visual Impairments, Vocational Education

Identifiers—*Kansas, State Regulation

This compilation includes 14 supplements to the Kansas state plan for education, all relating to various aspects of special education. Several of the supplements offer guidelines for specific age groups or conditions, providing information on definitions, screening and identification, curriculum and instruction, administrative structures, related services, reevaluation, facilities, and class size and caseload. These supplements deal with: (1) early childhood handicapped programs; (2) specific learn-

ing disabilities programs; (3) visually impaired programs; (4) behavior disorders programs; (5) gifted programs; (6) language, speech, and hearing-impaired programs; (7) mental retardation programs; (8) physically and other health-impaired programs (including autism); and (9) severely multiply handicapped/deaf-blind programs. Other supplements focus on special education program evaluation, the role of paraprofessionals in special education, vocational/transition programs for students with handicapping conditions, physical education for students with handicapping conditions, and special education instructional materials centers. (JDD)

ED 336 911 EC 300 643

Crossing the Boundaries between Health and Education. Proceedings of the National Health/Education Consortium (Washington, D.C., May 29-30, 1990).

Institute for Educational Leadership, Washington, D.C.; National Commission to Prevent Infant Mortality, Washington, DC.

Spons Agency—Department of Education, Washington, DC; Department of Health and Human Services, Washington, DC.

Pub Date—Aug 90

Note—59p; Funding was also provided by the Irving Harris Foundation, Pillsbury Foundation, and Glaxo Inc.

Pub Type—Collected Works — Proceedings (021)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—At Risk Persons, *Child Health, *Educational Needs, Educational Objectives, Elementary Secondary Education, Family Role, Health Education, *Health Needs, *Health Promotion, *Integrated Activities, Preschool Education, Public Policy, Technological Advancement

This pamphlet summarizes the papers, comments, discussion, and key points of consensus from the national health symposium. The document makes a case for stronger links between health and education, arguing that children must be healthy to be educated and must be educated in order to be healthy. Six key points of agreement evolving from the symposium are discussed: (1) health affects education; (2) education affects health; (3) technological advances are not enough; (4) families have a critical role; (5) "at risk" does not mean "doomed"; and (6) system changes are needed. An agenda of "next steps" is presented, focusing on: developing plans for linking health with education on the federal, state, and local levels; developing strategies to better integrate health and education policies and programs on the federal, state, and local levels; and building a national will to more effectively integrate health and education services provided to children. The pamphlet concludes with a copy of the symposium program, a list of symposium participants, and brief descriptions of the National Commission to Prevent Infant Mortality and the Institute for Educational Leadership. (37 references) (JDD)

ED 336 912 EC 300 644

Racino, Julie Ann And Others

Moving into the 1990s: A Policy Analysis of Community Living for Adults with Developmental Disabilities in South Dakota.

Syracuse Univ., NY. Center on Human Policy.

Spons Agency—National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.

Pub Date—Dec 89

Contract—G00853503

Note—190p; For a related document, see EC 300 647.

Available from—Syracuse University, Center on Human Policy, 200 Huntington Hall, Syracuse, NY 13244-2340 (\$8.00).

Pub Type—Reports — Evaluative (142) — Opinion Papers (120)

EDRS Price—MF01/PC08 Plus Postage.

Descriptors—Adults, *Community Programs, *Delivery Systems, *Developmental Disabilities, Group Homes, Housing, Independent Living, *Individualized Programs, Models, *Public Policy, Rehabilitation, *Residential Programs, Social Services, State Programs

Identifiers—*South Dakota

This report contains the findings and recommendations of a review of the residential services system for South Dakota adults with developmental disabilities, based on site visits, interviews, and an analysis of documents and materials. The policy analysis report examines how South Dakota could implement a "person-centered," "individualized," or "housing/support" approach to community living for adults. An introductory section describes the current design of South Dakota residential services, examining its continuum-based model of services, private vendor system, supporting structures at the state level, and residential program models. The next section offers recommendations for strengthening the current system of community services, focusing on seven issues: regional control, accountability, and accessibility; supporting people with severe disabilities in the community; funding for community services; planning and communication; staff roles, training, and recruitment; quality of services and safety; and community integration. The final section analyzes recommendations for incorporating a more "individualized" approach to support. It deals with the issues of separation of housing and support services; individualized and flexible supports; housing and home ownership; individual assessment, planning, and funding; and consumer-directedness of services/housing. Appendices contain literature excerpts and other supporting documents on supporting adults in the community, information on the methodology for the policy analysis, and a copy of "New Directions in Housing for People with Severe Disabilities: A Collection of Resource Materials" prepared by Susan O'Connor and Julie Ann Racino. (28 references) (JDD)

ing/support" approach to community living for adults. An introductory section describes the current design of South Dakota residential services, examining its continuum-based model of services, private vendor system, supporting structures at the state level, and residential program models. The next section offers recommendations for strengthening the current system of community services, focusing on seven issues: regional control, accountability, and accessibility; supporting people with severe disabilities in the community; funding for community services; planning and communication; staff roles, training, and recruitment; quality of services and safety; and community integration. The final section analyzes recommendations for incorporating a more "individualized" approach to support. It deals with the issues of separation of housing and support services; individualized and flexible supports; housing and home ownership; individual assessment, planning, and funding; and consumer-directedness of services/housing. Appendices contain literature excerpts and other supporting documents on supporting adults in the community, information on the methodology for the policy analysis, and a copy of "New Directions in Housing for People with Severe Disabilities: A Collection of Resource Materials" prepared by Susan O'Connor and Julie Ann Racino. (28 references) (JDD)

ED 336 913 EC 300 645

Racino, Julie Ann Merrill, David

Residential Supports for Children with Severe Disabilities in Northeast South Dakota.

Syracuse Univ., NY. Center on Human Policy.

Spons Agency—National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC; Northeast Educational Services Cooperative, SD; South Dakota State Dept. of Special Education, Pierre.

Pub Date—Jan 89

Contract—G0085C3505

Note—35p.

Available from—Syracuse University, Center on Human Policy, 200 Huntington Hall, Syracuse, NY 13244-2340 (\$2.30).

Pub Type—Opinion Papers (120) — Reports — Evaluative (142)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—Children, Consultation Programs, *Cooperative Programs, *Delivery Systems, Elementary Secondary Education, *Family Life, Needs Assessment, Placement, Program Evaluation, *Residential Programs, Rural Areas, *Severe Disabilities

Identifiers—*South Dakota (Northeast)

This report is based on a 1988 site visit to the Northeast Educational Services Cooperative (NESC) in South Dakota. The visit's purpose was to provide consultation and recommendations regarding residential options to support children with severe disabilities who typically have been placed in out-of-district residential placements. Background information on the NESC, the South Dakota Department of Education and Cultural Affairs, and other relevant agencies is provided. National trends in supporting children with severe disabilities in families (birth families or adoptive or foster families) are cited. Essential program components for supporting children with severe disabilities are discussed, including family supports and permanency planning. The status of best practices in South Dakota is reviewed. Strengths of this rural area are also noted, such as strong family ties, local community values, broad community commitment, potential leadership, and some support services. Problems and concerns identified include the issue of economic priorities versus children's priorities, facility size, lack of information on funding, lack of information on best practices, lack of family involvement in planning, and role confusion in interagency collaboration. Recommendations are offered to the NESC and to the Section of Special Education of the Department of Education and Cultural Affairs. (Includes a list of 13 additional resources.) (JDD)

ED 336 914 EC 300 646

Shoulitz, Bonnie And Others

Materials on Self-Determination. Self-Advocacy: Speaking for Yourself [and] Annotated Bibliography on Self-Determination.

Syracuse Univ., NY. Center on Human Policy.

Spons Agency—National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.

Pub Date—Nov 90

Contract—H133B00003-90

Note—14p.

Available from—Syracuse University, Center on Human Policy, 200 Huntington Hall, Syracuse, NY 13244-2340 (\$1.30).

Pub Type—Reports - Descriptive (141) - Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Advocacy, *Developmental Disabilities, *Independent Living, Personal Autonomy, *Self Determination, *Social Support Groups

Identifiers—*Self Advocacy

This compilation of materials offers an overview paper and an annotated bibliography on self-determination. The overview paper on self-advocacy for individuals with developmental disabilities, authored by Michael Kennedy and Patricia Killius, presents a definition of self-advocacy, notes that poor communication skills should not prevent an individual from participating in community living, emphasizes that self-advocacy means having choices and having a say about services, and presents guidelines for starting a self-advocacy group. An annotated bibliography on self-determination describes 13 articles, journals, books, and other resources. (JDD)

ED 336 915 EC 300 647

O'Connor, Susan Racino, Julie Ann

New Directions in Housing for People with Severe Disabilities: A Collection of Resource Materials.

Syracuse Univ., NY. Center on Human Policy.

Spons Agency—Minnesota Univ., Minneapolis; National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.

Pub Date—Dec 89

Contract—H133B80048

Note—46p; For a related document, see EC 300 644.

Available from—Syracuse University, Center on Human Policy, 200 Huntington Hall, Syracuse, NY 13244-2340 (\$2.70).

Pub Type—Information Analyses (070) - Guides - Non-Classroom (055) - Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Cooperative Programs, *Delivery Systems, Financial Support, Group Homes, *Housing, *Independent Living, Program Development, *Residential Programs, *Severe Disabilities, Social Integration, Trusts (Financial)

This information package explores a "housing/support services" approach to residential services for individuals with severe disabilities. It provides an introduction to housing strategies and resources that can be used to promote home ownership by parents and people with disabilities, to make all housing more accessible, and to increase the development and use of small integrated housing options. The package highlights the use of trusts for housing, the development of cooperatives and housing associations, housing subsidies, and housing resources and organizations. Each section describes programs, organizations, and bibliographic resources. A glossary is also included. (JDD)

ED 336 916 EC 300 648

Walker, Pam

Anything's Possible: Project RESCUE Helping Dreams Become Reality in Inner-City Atlanta.

Syracuse Univ., NY. Center on Human Policy.

Spons Agency—National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.

Pub Date—Jan 90

Contract—G0085C03503

Note—34p.

Available from—Syracuse University, Center on Human Policy, 200 Huntington Hall, Syracuse, NY 13244-2340 (\$2.30).

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Case Studies, Citizen Participation, Community Programs, *Daily Living Skills, *Developmental Disabilities, Normalization (Handicapped), *Program Implementation, *Rehabilitation Programs, Social Integration, Social Services

Identifiers—*Georgia (Atlanta), Georgia (DeKalb County), Georgia (Fulton County), *Project RESCUE GA

This case study describes Project RESCUE (Refer, Evaluate, Support, Coordinate, Uncover, and Educate), an agency providing support to children and adults with developmental disabilities in Fulton and DeKalb counties in and around Atlanta, Georgia. Project RESCUE's mission is to assist people in

four areas: (1) to identify and obtain community resources; (2) to become as self-sufficient as possible; (3) to minimize exploitation; and (4) to experience meaningful community participation. Services provided include in-home assistance; service coordination; assistance in obtaining housing, clothing, food, and furniture; transportation; support in job or recreation settings; counseling; and support groups. The case study describes administration and funding; staff roles and staff training; ongoing support and assistance; and agency issues and challenges, including values issues, issues of race and oppression, poverty issues, women's issues, and service system issues. Anecdotal reports are included about some of the individuals and families that Project RESCUE has assisted. (JDD)

ED 336 917 EC 300 649

Lutfiyya, Zana Marie

In the Shadow of Pennhurst: The Orion Community.

Syracuse Univ., NY. Center on Human Policy.

Spons Agency—National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.

Pub Date—Jul 90

Contract—G0085C03503

Note—32p.

Available from—Syracuse University, Center on Human Policy, 200 Huntington Hall, Syracuse, NY 13244-2340 (\$2.15).

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Case Studies, *Collective Settlements, Community Programs, *Developmental Disabilities, *Group Experience, *Helping Relationship, Rehabilitation, *Social Integration, *Social Support Groups

Identifiers—Campbell Villages, *Orion Community PA, Pennsylvania (Chester County)

This case study is based on a 1988 site visit to the Orion Community, in which a group of nondisabled and disabled people have chosen to live and work with each other in Chester County, Pennsylvania. Orion's founding is described, beginning with an informal support group of professionals, parents, advocates, and members of Campbell (agricultural villages that welcome individuals with developmental disabilities). The founding group sought to support people coming out of Pennhurst, a large state-operated institution for individuals with mental retardation and other disabilities; to build upon the presence of Campbell; to acknowledge the important contributions that people with developmental disabilities can make to the community; and to include a spiritual and religious foundation. The case study describes the households where the members live with each other, the Guild House where some Orion members and others work together, the encouragement of lifesharing, the offering of hospitality, decision making in the community, care groups, and compliance with state regulations. (JDD)

ED 336 918 EC 300 650

Racino, Julie Ann

Community Living for Adults in North Dakota: A Case Study of an Apartment Program.

Syracuse Univ., NY. Center on Human Policy.

Spons Agency—National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.

Pub Date—Feb 89

Contract—G0085C03503

Note—48p.

Available from—Syracuse University, Center on Human Policy, 200 Huntington Hall, Syracuse, NY 13244-2340 (\$2.85).

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adults, Case Studies, Community Programs, *Developmental Disabilities, *Housing, *Independent Living, Individualized Programs, *Normalization (Handicapped), *Program Implementation, Rehabilitation

Identifiers—Apartments, *North Dakota (Bismarck)

This report describes a 1988 site visit to Pride Industries, a private, nonprofit agency which operates an apartment program for individuals with developmental disabilities in Bismarck, North Dakota, through a contract with a regional office of North Dakota's Department of Developmental Disabilities. Pride Industries supports 34 people living in apartments, with residents obtaining services through the individualized supportive living arrangements (ISLA) program, funded primarily

through the Title XIX home and community-based Medicaid waiver. The program provides either habilitation or personal care services. Each resident has both an internal and external case manager. The case study describes the structure of the ISLA program, methods for locating apartments, selecting roommates, selecting and training staff, developing contracts, scheduling, providing support services, and teaching to develop daily living skills. The case study also includes case histories of several of the residents. The report concludes with a discussion of organizational values, including leadership, openness to new ideas, mutual learning, reflectiveness, consumer control, optimism, and compromise. (JDD)

ED 336 919 EC 300 651

O'Brien, John

Working On...A Survey of Emerging Issues in Supported Employment for People with Severe Disabilities.

Responsive Systems Associates, Lithonia, GA;

Syracuse Univ., NY. Center on Human Policy.

Spons Agency—Minnesota Univ., Minneapolis.

Inst. on Community Integration; National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.

Pub Date—Oct 90

Contract—H133B80048

Note—36p.

Available from—Syracuse University, Center on Human Policy, 200 Huntington Hall, Syracuse, NY 13244-2340 (\$2.00).

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adults, Check Lists, Employee Employment Relationship, Employment Programs, *Futures (of Society), *Normalization (Handicapped), Planning, *Program Development, Self Evaluation (Individuals), *Severe Disabilities, Social Integration, *Supported Employment

This paper summarizes issues concerning supported employment for individuals with severe disabilities, based on discussions with seven groups concerned with improving the quality of supported employment. The paper outlines three strategic challenges facing supported employment: providing access to individual jobs for an increasing number of people, sustaining innovation and continuously improving quality, and creating ways to organize for future development. The paper notes the early success of supported employment and the need for new strategies to meet growing demand. It describes approaches to increasing the availability of individual employment support, identifies clear signs of accomplishment in supported employment, explores how supported employment can contribute to better quality of life, and presents techniques for increasing co-worker and employer support. The paper cites innovations that have moved the focus from the supported employee alone, to the employee and the job coach, and finally to the total set of social resources available. A self-evaluation checklist for job coaches and job developers to maintain direction in supported employment is provided. (JDD)

ED 336 920 EC 300 652

Bersani, Hank A. Jr.

Assuring Residential Quality: Issues, Approaches and Instruments.

Syracuse Univ., NY. Center on Human Policy.

Spons Agency—National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.

Pub Date—Jan 89

Contract—G0085C03503

Note—68p.

Available from—Syracuse University, Center on Human Policy, 200 Huntington Hall, Syracuse, NY 13244-2340 (\$3.40).

Pub Type—Opinion Papers (120) - Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Definitions, *Developmental Disabilities, *Evaluation Methods, Ideology, *Normalization (Handicapped), *Program Effectiveness, *Quality Control, *Residential Programs, Social Integration, Standards

Identifiers—*Quality Assurance

This report begins with discussion of several issues in the field of quality assurance in residential services for individuals with developmental disabilities. The issues include definitions of key terms, the role of ideology, major types of quality assurance, and dimensions of quality assurance. The report takes the position that primary values include inte-

gration, consumer participation, choice, and a focus on the essence of "wholeness." An annotated bibliography of instruments designed to review program quality describes two instruments developed by national accreditation bodies, eight published systems for assessing/assuring program quality, and 17 additional references on quality assurance systems. An annotated bibliography of measures of individual integration offers descriptions and comments on 11 check lists, interview schedules, survey forms, and other rating scales. Appendixes contain a reprint of "The Community Imperative: A Refutation of All Arguments in Support of Institutionalizing Anybody Because of Mental Retardation" (a statement by the Center on Human Policy of Syracuse University); a statement in support of families and their children; an article by Hank Bersani, Jr., titled "Making Sure a House Is Still a Home"; and information on ensuring quality services. (JDD)

ED 336 921 EC 300 653

Bogdan, Robert Taylor, Steven J.
Looking at the Bright Side: A Positive Approach to Qualitative Policy and Evaluation Research.
Syracuse Univ., NY. Center on Human Policy.
Spons Agency—National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.

Pub Date—90
Contract—G0085C03503
Note—11p.
Available from—Syracuse University, Center on Human Policy, 200 Huntington Hall, Syracuse, NY 13244-2340 (\$1.75).

Journal Cit—Qualitative Sociology; v13 n2 p183-92 1990

Pub Type—Journal Articles (080)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adoption, Adults, Children, Community Programs, Deinstitutionalization (of Disabled), Demonstration Programs, Foster Care, Group Homes, *Intervention, Multiple Disabilities, Normalization (Handicapped), Program Effectiveness, *Qualitative Research, *Research Methodology, *Severe Disabilities, *Social Integration

This paper presents an example of "optimistic research," a qualitative approach which focuses on positive interventions helpful to practitioners, in this case an examination of programs successfully integrating people with severe disabilities. The study evaluated 40 programs through site visits which focus on observation, interviews, and collection of relevant materials. The study stressed the importance of asking the right question, not the empirical "Does it work?" but the moral questions of "What does integration mean and how can it be accomplished?" Agencies are therefore selected for evaluation who are nominated as doing an outstanding job of integrating persons with disabilities. Agencies selected included agencies supporting children with severe and multiple disabilities in natural, adoptive, or foster families, and agencies focused on alternatives to group homes for adults with severe disabilities. This positive approach results in a high level of cooperation from agency staff and allows preparation of a case study of each agency which includes an overview, a description of innovative approaches, and a discussion of problems faced by the agency. The approach has resulted in findings concerning the sociology of acceptance of persons with deviant attributes. Includes 21 references. (DB)

ED 336 922 EC 300 654

O'Brien, John, Ed. And Others
What Can We Count On To Make and Keep People Safe? Perspectives on Creating Effective Safeguards for People with Developmental Disabilities. [Selections from Background Papers and Discussions with Participants in the Pennsylvania Developmental Disabilities Planning Council Annual Retreat.]

Responsive Systems Associates, Lithonia, GA; Syracuse Univ., NY. Center on Human Policy.
Spons Agency—National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.

Pub Date—Jan 90
Contract—H133B80048
Note—40p.
Available from—Syracuse University, Center on Human Policy, 200 Huntington Hall, Syracuse, NY 13244-2340 (\$2.20).

Pub Type—Collected Works - Proceedings (021)
EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Advocacy, Child Abuse, Child Advocacy, Child Neglect, Costs, Delivery Systems, *Developmental Disabilities, Family Role, Helping Relationship, Interpersonal Relationship, Intervention, *Prevention, *Safety, *Victims of Crime, Violence

Identifiers—Pennsylvania

This monograph presents excerpts from discussions with participants in the Pennsylvania Developmental Disabilities Planning Council 1990 retreat, which focused on the creation of effective safeguards for people with developmental disabilities. The discussions note: the increased vulnerability of such people to neglect, abuse, and mistreatment; the shortcomings of unregulated relationships between people with disabilities and their caretakers; and the limitations of systematic efforts to keep people safe through professional, bureaucratic methods. David B. Schwartz in "Quality Assurance in the Asylum" looks at historical aspects of this question. The discussion first focuses on identifying what makes people vulnerable (e.g., lack of power, isolation, lack of alternatives, poverty). Next the contrasting approaches of administrative regulation and related legal advocacy versus lifesharing and other personal commitments are analyzed in terms of their contributions, limits, costs, and effectiveness. Covered next are strategies for increasing safety (such as supporting the contribution of families and friends) and options for actions that make families more powerful, reduce isolation, demonstrate effectiveness, yet minimize the costs of regulation. (DB)

ED 336 923 EC 300 655

Lutfiyya Zana Marie
Affectionate Bonds: What We Can Learn By Listening to Friends.

Syracuse Univ., NY. Center on Human Policy.
Spons Agency—National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.

Pub Date—Apr 90
Contract—H133B80048
Note—91p.

Available from—Syracuse University, Center on Human Policy, 200 Huntington Hall, Syracuse, NY 13244-2340 (\$4.35).

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Adults, Attitudes, Case Studies, *Disabilities, *Friendship, *Helping Relationship, *Interpersonal Relationship, Interviews, Qualitative Research, Role Perception

This paper examines the nature and extent of friendships between disabled and nondisabled people through a study of several pairs of such friends. In-depth interviews examined such questions as how the individuals met, the history of their relationship, how each individual perceives the friendship, and how this friendship compares to other relationships each person has. First, the four friendship pairs are described and characteristics of both the disabled and nondisabled partners summarized. Next, stages of the friendships are identified including meeting, initiating the friendship, becoming friends, and maintaining the friendships. Also discussed are the nature and number of other involvements, critical events, and the role of the disability. Meanings attributed to the friendships include that of "parent", of co-worker or mentor, and of volunteer. Stressed by informants is the importance of mutuality, of practical assistance and emotional support, of "breaking the rules," and of enjoyment. Also considered are responsibilities assumed by the nondisabled informants and the voluntary, private, and exclusive nature of friendship. The final section summarizes the major findings in the areas of: effects of living in the human service world; enhancing the possibilities for friendship between people with and without disabilities; and avoiding the romanticization of these friendships. Includes 76 references. (DB)

ED 336 924 EC 300 656

Lutfiyya, Zana Marie
"Goin' For It": Life at the Gig Harbor Group Home.

Syracuse Univ., NY. Center on Human Policy.
Spons Agency—National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.

Pub Date—Mar 88
Contract—G0085C3503
Note—31p.

Available from—Syracuse University, Center on

Human Policy, 200 Huntington Hall, Syracuse, NY 13244-2340 (\$2.20).

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Accountability, *Community Programs, Compliance (Legal), *Group Homes, Program Administration, Residential Programs, *Severe Mental Retardation, Social Integration, State Standards

Identifiers—*Washington (Gig Harbor)

The report, one of a series describing innovative practices in integrating people with disabilities into community life, describes the Gig Harbor (Washington) group home which serves five severely retarded adults. The home is staffed by five people, two teams and the Director, with each team living in the house on alternate weeks. Topics covered include development of the Neighborhood Living Project which administers the home, the Project's procedures and philosophy (e.g., provision of a long-term home, opportunity to develop and maintain significant relationships, and opportunity to learn and do things for oneself). Also reported are problems the home faces. These include meeting the administrative requirement for extensive data collection which sometimes interferes with informal household routines and complying with state Medicaid regulations which question the placement of some of the residents and raises the issue of program accountability. (DB)

ED 336 925 EC 300 657

Bogdan, Robert
The Caring Business: Lynch Community Homes, Willow Grove, Pennsylvania. A Case Study.

Syracuse Univ., NY. Center on Human Policy.
Spons Agency—National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.

Pub Date—88
Contract—G0085C3503
Note—31p.

Available from—Syracuse University, Center on Human Policy, 200 Huntington Hall, Syracuse, NY 13244-2340 (\$2.25).

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Administration, Adults, Daily Living Skills, *Group Homes, Normalization (Handicapped), *Private Sector, Program Administration, Rehabilitation, *Severe Mental Retardation, Social Integration

Identifiers—*Pennsylvania (Willow Grove)

This paper, one of a series of reports describing innovative practices in integrating people with disabilities into community life, describes the Lynch Community Homes in Willow Grove, Pennsylvania. Lynch Homes is a for-profit organization that provides homes and supportive services for approximately 75 people with severe and profound developmental disabilities in 25, three-person homes. Recounted are the origins of the family owned endeavor, growth as a result of closing of a nearby large institution, and a philosophy which stresses design of services for particular individuals and a lifetime commitment to the residents. Also recounted are reasons for the three-person limitation and comments of direct care staff. The organizational structure, which allows for a high degree of observation of direct care staff and clients by administrative level personnel is presented. Briefly reviewed are staff recruitment procedures, community resistance, habilitation programs, finances, day programs and work. Stressed are the family model on which the homes are based and an emphasis on integration and outside relationships. Current problems faced by the homes are identified including those associated with recent expansion, leadership succession, lack of day/work programs, and lack of client relationships with non-agency people. (DB)

ED 336 926 EC 300 658

Taylor, Steven J. And Others
A Policy Analysis of Private Community Living Arrangements in Connecticut.

Syracuse Univ., NY. Center on Human Policy.
Spons Agency—Connecticut State Dept. of Mental Retardation, Hartford.

Pub Date—Jul 88
Note—116p.

Available from—Syracuse University, Center on Human Policy, 200 Huntington Hall, Syracuse, NY 13244-2340 (\$5.20).

Pub Type—Reports - Evaluative (142)
EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Costs, Deinstitutionalization (of Disabled), *Group Homes, Independent Living, Individual Differences, Individualized Programs, *Mental Retardation, *Normalization (Handicapped), *Private Sector, Program Evaluation, Supervision

Identifiers—*Connecticut

This report, one of a series of reports describing innovative practices in integrating people with disabilities into community life, presents the findings of a study of privately operated community living arrangements funded by the Connecticut Department of Mental Retardation. It addresses three questions: (1) are the costs of the most expensive privately operated community living arrangements justifiable? (2) do people living in privately operated community living arrangements receive more or less supervision than they require? and (3) does the design of privately operated community living arrangements allow for sufficient flexibility to meet the needs of people with mental retardation. Major conclusions are that the costs of these programs are justifiable and comparable to those of public programs, that most living arrangements provide more supervision than their clients require, and that private community living facilities have lacked flexibility and individualization. Appendixes present the evaluation methodology and two article reprints, "Common Issues in Family Care" (Steven Taylor and Julie Ann Racino) and "Supporting Adults with Disabilities in Individualized Ways in the Community" (Julie Ann Racino). Includes 11 references. (DB)

ED 336 927

EC 300 659

Taylor, Steven J.

A Policy Analysis of the Supported Housing Demonstration Project, Pittsburgh, Pennsylvania. Syracuse Univ., NY. Center on Human Policy. Spons Agency—National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.

Pub Date—Jul 87

Contract—300-85-00-76; G0085C0303

Note—98p.

Available from—Syracuse University, Center on Human Policy, 200 Huntington Hall, Syracuse, NY 13244-2340 (\$4.45).

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Adults, Agency Cooperation, Attendants, *Community Programs, Costs, Delivery Systems, Demonstration Programs, Financial Support, Government Role, *Independent Living, *Physical Disabilities, Policy Formation, Program Administration, Resident Advisers, *Services, *Severe Disabilities

Identifiers—Pennsylvania (Pittsburgh)

This report, one of a series of reports describing innovative practices in integrating people with disabilities into community life, presents findings and recommendations of a review of the "Supported Housing Demonstration Project", which provides supportive community living services to approximately 32 people with severe physical disabilities in the Pittsburgh (Pennsylvania) area. The review was based on site visits, interviews, and analysis of documents and materials. After an overview of the project's background, the second section looks at program models and practices including use of cluster apartments, a flexible staff role, maximum personal autonomy, and attendant recruitment and screening. The following two sections examine life in the community and interagency collaboration noting the involvement of over 18 private agencies and organizations. Costs are then discussed with lists of start-up, operating, individual, and program support costs and a detailed analysis of costs and funding. The final section presents policy implications and recommendations. These include: that the direction set by the project should be adopted in state and county policy; that a single state agency should lead the planning and coordination of community services for this population; and that a stable long-term funding mechanism is needed to fund the actual costs of supporting people with physical disabilities in the community. Methodology notes are appended. (DB)

ED 336 928

EC 300 660

Traustadottir, Rannveig

"The Answer to My Prayers": A Case Study of the CITE Family Support Program, Cincinnati, Ohio. Based on a Site Visit, September 1, 2, & 3, 1987.

Syracuse Univ., NY. Center on Human Policy.

RIE FEB 1992

Spons Agency—National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.

Pub Date—87

Contract—G0085C0303

Note—39p.

Available from—Syracuse University, Center on Human Policy, 200 Huntington Hall, Syracuse, NY 13244-2340 (\$2.40).

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Agencies, Children, Delivery Systems, Eligibility, *Home Programs, Home Visits, Infants, *Parent Attitudes, *Parent Education, Parent Role, Participant Satisfaction, Referral, *Severe Mental Retardation

Identifiers—Community Integrated Training and Education OH

The case study, one of a series of reports describing innovative practices in integrating people with disabilities into community life, describes the Community Training and Education (CITE) Program in Cincinnati (Ohio), which provides training and education for children with disabilities and their families through home-based services. The program is administered by a not-for-profit corporation. The first section examines the development of this new service delivery approach noting the importance of administrative leadership, creative redirection of funds, and coping with resistance from parents and from within the agency. The program is then described noting eligibility (all children with a primary disability of moderate to profound mental retardation), the referral process, services offered, parent involvement, funding/costs, and staffing. Accounts of visits to eight families served by the program are then summarized with parental reactions covering: the need for on-going rather than time-limited support; the value of services provided in their homes; help with coping skills; involvement of fathers; emotional support; and dealing with challenging behaviors. The final section identifies program issues including lack of complete agreement on the program's ideology, the dilemma between maintaining a professional distance and providing emotional support, and the definition of "family." Includes six references. (DB)

ED 336 929

EC 300 661

O'Brien, John

Against Pain as a Tool in Professional Work on People with Severe Disabilities.

Responsive Systems Associates, Lithonia, GA.

Spons Agency—Minnesota Univ., Minneapolis. Research and Training Center on Community Living; National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.; Syracuse Univ., NY. Center on Human Policy.

Pub Date—89

Contract—H133B80048

Note—13p.

Available from—Syracuse University, Center on Human Policy, 200 Huntington Hall, Syracuse, NY 13244-2340 (\$0.50).

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Behavior Change, *Ethics, *Pain, Professional Personnel, *Punishment, *Severe Disabilities, Standards

Identifiers—*Aversive Training

This paper examines the ethical question of the use of painful aversive procedures as an intervention with people having severe disabilities and concludes that pain is not an appropriate tool in professional work. It recommends that, when in doubt, professionals avoid causing pain and act, instead, to create the conditions that decrease the occurrence of pain. The deliberate use of pain as a tool is seen to increase the vulnerability of the individual with disabilities. Among the actions recommended for limiting the occurrence of pain are the following: increasing personal knowledge of the individual, recognizing mutual vulnerability, negotiating limits, practicing reconciliation, and developing enduring positive relationships. Includes 23 references. (DB)

FL

ED 336 930

FL 019 293

Language Study and Educational Improvement. A Response to the National Governors' Association.

tion.

Joint National Committee for Languages, Washington, DC.

Pub Date—May 90

Note—13p.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Access to Education, Articulation (Education), *Change Strategies, Competency Based Education, Educational Finance, *Educational Improvement, Educational Objectives, Elementary Secondary Education, Higher Education, *Language Proficiency, Language Tests, *Public Policy, *Second Language Instruction, Student Motivation, Teacher Education, Teaching Methods

Identifiers—*National Governors' Association, Partnerships in Education

In a response to the National Governors' Association (NGA) goals and objectives related to second language study, the Joint National Committee for Languages (JNCL) makes a case in support of 10 NGA principles for change. It is emphasized that the study of a second language must remain an essential component of any efforts to improve the quality of American education, that opportunities for language study be available for all students by the year 2000, and that more students develop higher levels of second-language proficiency. More teachers will be needed at all levels and questions of articulation must be addressed. More course offerings in less commonly taught languages are needed, along with more appropriate assessment strategies and new teaching strategies to address the variety of learner strategies used by the wider pool of students. Language instruction also must be integrated with other disciplines, and the needs of limited English proficient students, who should be perceived as a resource rather than a problem, should be examined more carefully. Concrete examples show what is currently being done in relation to each NGA principle. A list giving the titles of 20 supporting documents is appended. (LB)

ED 336 931

FL 019 352

Fryer, T. Bruce, Ed. Medley, Frank W., Jr., Ed.

New Challenges and Opportunities. Dimension: Languages '87. Report of the Southern Conference on Language Teaching.

Southern Conference on Language Teaching.

Pub Date—88

Note—165p; For individual papers, see FL 019 353-364.

Pub Type—Collected Works - Proceedings (021)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Business Communication, Classroom Techniques, Communication Apprehension, Competency Based Education, Cooperation, Elementary Secondary Education, French, Higher Education, Instructional Materials, International Trade, Language Attitudes, *Language Proficiency, Languages for Special Purposes, *Language Skills, *Language Tests, Newspapers, Reading Comprehension, Reading Instruction, Second Language Instruction, *Second Languages, Skill Development, Spanish, Student Attitudes, Student Evaluation, Teacher Education, Teacher Qualifications, Testing, Videotape Recordings, Writing Across the Curriculum

Identifiers—*Defense Language Institute CA

Papers included in this volume from a conference on language teaching include the following: "The Symposium on the Evaluation of Foreign Language Proficiency: Challenges to the Profession" (Albert Valdman); "Conversion to a Proficiency Oriented Curriculum at the University Level" (Carmen Villegas Rogers, William H. Heflin, John Romeiser); "Dispelling Students' Fears and Misconceptions about Foreign Language Study: The Foreign Language Anxiety Workshop at the Defense Language Institute" (Christine M. Campbell, Jose Ortiz); "A Sequential Approach to Teaching and Testing the Listening and Speaking Skills" (Barbara Gonzalez Pino); "Foreign Language Reading: Linguistic, Cognitive, and Affective Factors Which Influence Comprehension" (Richard G. Kern); "Writing Across the (Foreign Language) Curriculum" (Hannelore Jarausch, Clare Tufts); "Learning Via the Socratic Method: The Use of the Concept Attainment Model in Foreign Language Classes" (Marie-Cecile Louvet); "The Newspaper and the Five Skills" (Donna Reseigh Long, Linda L. Harlow); "Teachers Working with Teachers: Becoming Proficient with Proficiency" (June K. Phillips, Eileen W. Gilsan); "Technoscientific French for Teachers" (Brigitte D. Muller); "Going International in the Business

World: A Special Purpose Course in Spanish" (Ronald Carl Cere); and "The Videocassette Challenge: Strategies for the Foreign Language Teacher" (Richard Terry Mount, Joann McFerran Mount, Aida Z. Toplin). (MSE)

ED 336 932 FL 019 353

Valdman, Albert

The Symposium on the Evaluation of Foreign Language Proficiency: Challenges to the Profession.

Pub Date—88

Note—15p.; In: New Challenges and Opportunities. Dimension: Languages 87. Report of the Southern Conference on Language Teaching, p1-14, 1988. For the proceedings, see FL 019 352.

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Educational Trends, *Evaluation Criteria, *Language Proficiency, *Language Tests, *National Norms, Second Language Instruction, Student Evaluation, Testing

Identifiers—ACTFL ETS Oral Proficiency Interview

This paper presents a report of a 1987 symposium on the Evaluation of Foreign Language Proficiency held in Bloomington, Indiana. Although much has been accomplished in language testing, much remains to be done before the language teaching profession has at its disposal a common means of measuring proficiency in the functional use of language in its various modalities that meets generally recognized standards of face validity, reliability, and fairness and that is, at the same time, relatively easy and economical to administer on a large scale. Even more remains to be done before the profession can substantiate any claims about direct links between the attainment of various proficiency levels and inventories of discrete linguistic, discourse, or sociolinguistic features that need to be mastered. Collaboration is needed in three areas: (1) development of operational definitions of basic terms; (2) proactive research for validation of the Oral Proficiency Interview (OPI) and American Council on the Teaching of Foreign Languages (ACTFL) proficiency guidelines; and (3) wider sharing of information, both domestically and internationally. Concerns about the direction taken by development of the OPI include overemphasis on evaluation of communicative interaction, risks in developing the OPI to measure low-level proficiency, and potential backlash against oral skill development. Valid and reliable tests for languages for specific purposes are needed. (MSE)

ED 336 933 FL 019 354

Rogers, Carmen Villegas And Others

Conversion to a Proficiency Oriented Curriculum at the University Level.

Pub Date—88

Note—15p.; In: New Challenges and Opportunities. Dimension: Languages 87. Report of the Southern Conference on Language Teaching, p15-28, 1988. For the proceedings, see FL 019 352.

Pub Type—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*College Second Language Programs, Communicative Competence (Languages), *Competency Based Education, Curriculum Design, *Curriculum Development, Departments, French, Higher Education, Introductory Courses, *Language Proficiency, Program Descriptions, Second Language Instruction, Spanish, State Universities, Teacher Education, Teaching Assistants

Identifiers—*University of Tennessee Knoxville

A state grant to the Department of Romance Languages of the University of Tennessee in Knoxville has allowed development of a proficiency-based curriculum for first- and second-year French and Spanish. Most of the effort to date has been preparation of the syllabus based on specified goals and objectives, or student outcomes, focusing on allowing students enough time to practice functions included in the objectives. Other features incorporated include language functions, contexts, grammar, and lexicon, spiraling of functions and content areas, language skill practice, and a cultural component. Comparison of the new syllabus with a traditional one illustrates the changes involved in redesigning a curriculum to reflect a communicative emphasis. While they treat similar topics and structures, the proficiency-based syllabus places greater emphasis on what the student will be able to do communicatively with the language. Instructional materials have been selected for piloting in this pro-

gram, and supplementary materials are being gathered. Preparation of teaching assistants includes workshops, observation, provision of lesson plans, and involvement in material selection. Expansion into the semi-intensive language program is anticipated. A number of benefits have already accrued to faculty, department materials and equipment collections, and community. (MSE)

ED 336 934 FL 019 355

Campbell, Christine M. Ortiz, Jose

Dispelling Students' Fears and Misconceptions about Foreign Language Study: The Foreign Language Anxiety Workshop at the Defense Language Institute.

Pub Date—88

Note—13p.; In: New Challenges and Opportunities. Dimension: Languages 87. Report of the Southern Conference on Language Teaching, p29-40, 1988. For the proceedings, see FL 019 352.

Pub Type—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Attitude Change, Change Strategies, *Communication Apprehension, *Intensive Language Courses, *Language Attitudes, *Learning Strategies, Postsecondary Education, Professional Education, Program Descriptions, Second Language Instruction, Skill Development, *Student Attitudes, Student Characteristics, Study Skills, Workshops, Young Adults

Identifiers—*Defense Language Institute CA

All incoming students at the Defense Language Institute now participate in a 3-hour workshop to prepare students better, psychologically, for the experience of learning a foreign language in an intensive program. The workshop includes an attitude survey constructed by researchers, discussion of a questionnaire on the myths and realities of foreign language learning, information on learning strategies specific to foreign language study, an exercise to develop confidence, an exercise for coping with frustration, and discussion of the characteristics of the ideal foreign language learner. An earlier study compared the attitudes of two student groups, one participating in the pre-course workshop and one not participating. Results indicate little difference between the two groups in the pattern of anxiety and anxiety abatement, a finding attributed to the possible confounding effect of the language course itself. However, it is concluded that anxiety associated with foreign language learning is a very real issue with important consequences for instruction, testing, and curriculum development. In addition, the program is seen as benefiting individual students and also helping to transform a disparate student group into a cohesive community for intensive language learning. (MSE)

ED 336 935 FL 019 356

Pino, Barbara Gonzalez

A Sequential Approach to Teaching and Testing the Listening and Speaking Skills.

Pub Date—88

Note—9p.; In: New Challenges and Opportunities. Dimension: Languages 87. Report of the Southern Conference on Language Teaching, p41-48, 1988. For the proceedings, see FL 019 352.

Pub Type—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Classroom Techniques, Educational Strategies, *Language Tests, *Listening Skills, *Second Language Instruction, *Sequential Learning, *Speech Skills, Testing, *Visual Aids

Methods are offered for adapting traditional techniques for teaching more communicative listening and speaking skills in a foreign language. New vocabulary is introduced by using pictures, either prepared or teacher-developed, illustrating the desired lesson. Written statements about the characters, activities, and objects in the pictures are used to elaborate on them. The teacher uses three phases of questioning after each activity to extend the material for maximum comprehension practice: factual questions about introductory picture content; personalization of the material by applying the questions to the students themselves; and comprehension checks. Six types of questions are used repeatedly: who, "what," indicating options, yes/no, paraphrase, and information summary.

Some are better suited than others to the different questioning phases. Following introduction of material through pictures and the three phases of questioning, other listening activities are used, each followed by the same three phases of comprehension extension. The activities and extension questions combine to immerse the student in a modified

target-language acquisition environment. Nine formats for daily listening practice and 10 speaking formats of graduated difficulty are used. Methods are designed to develop broader-based skills and knowledge, reduce stress, and promote student motivation and participation. (MSE)

ED 336 936 FL 019 357

Kern, Richard G.

Foreign Language Reading: Linguistic, Cognitive, and Affective Factors Which Influence Comprehension.

Pub Date—88

Note—14p.; In: New Challenges and Opportunities. Dimension: Languages 87. Report of the Southern Conference on Language Teaching, p49-61, 1988. For the proceedings, see FL 019 352.

Pub Type—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Cognitive Processes, Contrastive Linguistics, Linguistic Theory, *Reading Comprehension, *Second Language Instruction, *Second Language Learning, *Student Attitudes

Understanding about how students make sense of foreign language texts, based on relevant research and theory, can contribute to effective foreign language reading instruction. Both linguistic factors in the target language and native language reading skill development are critical to success in foreign language reading. Linguistic factors affecting native vs. target language reading can include the different codes, relational meanings, organization of discourse, interlanguage or interference, and proficiency. Cognitive factors include the degree of demand made on various cognitive processes, such as visual processing, selection of cues, anticipation of future cues, testing of predictions against subsequent input, and storage of generated ideas and information in long term memory. Affective factors such as anxiety, self-confidence, and motivation particularly influence the goal-setting, process-directing metacognitive component of reading. For the teaching of foreign language reading, this suggests that: (1) direct instruction in specific strategies for word recognition, inference of meaning, and synthesis of meaning in larger text segments may be useful; (2) reading aloud in class should be avoided; (3) teachers should focus on global meaning rather than syntactic and lexical details; (4) pre-reading exercises can improve comprehension; and (5) purposeful reading should be encouraged. (MSE)

ED 336 937 FL 019 358

Jarausch, Hannelore Tufts, Clare

Writing Across the (Foreign Language) Curriculum.

Pub Date—88

Note—24p.; In: New Challenges and Opportunities. Dimension: Languages 87. Report of the Southern Conference on Language Teaching, p63-85, 1988. For the proceedings, see FL 019 352.

Pub Type—Guides - Classroom - Teacher (052) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Classroom Techniques, Curriculum Development, Second Language Instruction, *Second Language Learning, *Writing Across the Curriculum, *Writing Instruction, Writing Processes

The purposes of writing in the foreign language classroom are similar to those in other disciplines. The process approach to writing instruction is useful in any language. Selection of writing topics is based on vocabulary and available skills, and careful sequencing and control of range of topics helps develop proficiency. Writing assignments can be used to integrate other language skills, and the audience should be specified. Students need not always have the same assignment, and activities can be designed to be fun as well as instructive. Once writing is a regular classroom and homework activity, it can be incorporated into testing. Evaluation involves not only error correction but also encouragement of meaningful and interesting communication. Selective, not blanket, error correction that changes depending on proficiency level is appropriate, and an error matrix may be helpful in tracking and diagnosing error patterns. Composite grading, its complexity depending on level, is useful for targeting accuracy, content, lexicon, structure, and idiomatic quality. Writing across the foreign language curriculum can begin in the first weeks of instruction and be carried out throughout the program. Appended materials include suggested writing activities and topics for each proficiency level, and a list of codes for correcting papers. (MSE)

ED 336 938 FL 019 359

Louvet, Marie-Cecile

Learning Via the Socratic Method: The Use of the Concept Attainment Model in Foreign Language Classes.

Pub Date—88

Note—13p; In: *New Challenges and Opportunities*. Dimension: Languages 87. Report of the Southern Conference on Language Teaching, p87-98, 1988. For the proceedings, see FL 019 352.

Pub Type—Guides—Classroom—Teacher (052)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—*Concept Formation, Educational Strategies, Elementary Secondary Education, Grammar, Language Patterns, *Second Language Instruction, Second Language Learning, *Teaching Methods

Identifiers—*Socratic Method

The Concept Attainment Model is a teaching strategy based on analysis of the nature of concepts and how they are acquired. Using this theory, three strategies for second language instruction have been developed: the reception, selection, and unorganized materials strategies. In the reception strategy, the most structured, students must be guided carefully in early classes. After choosing a grammar rule to be studied, the teacher creates sentences illustrating it (positive exemplars) and sentences in which it does not apply (negative exemplars). Students analyze the positive exemplars for common attributes, contrasting them with absence of those attributes in negative exemplars. Then students must identify unlabeled sentences as positive or negative exemplars. The selection strategy begins with unlabeled exemplars, and students must group them and develop hypotheses about their attributes. Most successful with advanced students dealing with literature or social studies immersion, the unorganized materials strategy requires students to identify attributes, not always explicit, of concepts asserted verbally in text. All three strategies use analytical and evaluative thinking skills during the concept attainment lesson, focusing on teacher objectives, general content, and the process being used. The method is exciting for students, forcing them to think and participate. Specific examples are provided of how the three strategies can be used in classrooms. (MSE)

ED 336 939 FL 019 360

Long, Donna Reeseigh Harlow, Linda L.

The Newspaper and the Five Skills.

Pub Date—88

Note—11p; In: *New Challenges and Opportunities*. Dimension: Languages 87. Report of the Southern Conference on Language Teaching, p99-108, 1988. For the proceedings, see FL 019 352.

Pub Type—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Cultural Awareness, Instructional Materials, *Language Skills, Listening Skills, *Media Selection, *Newspapers, Reading Skills, *Second Language Instruction, Skill Development, Speech Skills, Writing Skills

Identifiers—*Authentic Materials

Authentic materials can be used to promote second language acquisition. Research on their effects on each language skill (reading, culture, writing, speaking, listening) is needed. Print media (such as newspapers) which are available and motivation, offer real interaction with the target language and culture, and are a valuable instructional resource. They are superior to the simplified language in edited texts, and contribute to the learning of coping skills. Newspapers also offer "snapshots" of segments of the target culture, making them a logical medium for cross-cultural analysis. High-interest authentic reading materials support improvement of second language writing skills. Quality of writing is linked to quantity of reading done for interest or pleasure. Linking reading comprehension to speaking is also feasible; second language instruction mirrors real life when students are encouraged to react orally to authentic readings. Reading authentic texts may generate two types of communicative activities: summarizing text contents, and discussing the content with another reader. To link listening to text, students should read the text and focus on authentic response formats incorporating listening skills. Choice of materials, visual appearance, and construction of activities must be carefully planned for successful use. Regional as well as major sources should be used. (MSE)

ED 336 940 FL 019 361

Phillips, June K. Gisan, Eileen W.

Teachers Working with Teachers: Becoming Proficient with Proficiency.

Pub Date—88

Note—12p; In: *New Challenges and Opportunities*. Dimension: Languages 87. Report of the Southern Conference on Language Teaching, p109-119, 1988. For the proceedings, see FL 019 352.

Pub Type—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—*Competency Based Education, *French, Higher Education, *Inservice Teacher Education, *Language Proficiency, Language Teachers, Language Tests, Program Descriptions, Secondary Education, *Secondary School Teachers, Second Language Instruction, *Spanish, State Programs, Testing

Identifiers—*ACTFL Oral Proficiency Interview, *Indiana University of Pennsylvania

A project developed at Indiana University of Pennsylvania was designed to meet the needs of secondary school teachers of French and Spanish in two areas: proficiency maintenance and improvement, and proficiency testing. The program consisted of four phases, two during the funding period and two follow-up. The first, proficiency-building, involved a series of Saturday language immersion sessions throughout the academic year. Teachers talked with each other about topics geared to strengthening their target-language proficiency. The second phase, proficiency training, occurred in a 3-week summer institute. The first part, subcontracted to the American Council for the Teaching of Foreign Languages, trained selected teachers in conducting and rating the Oral Proficiency Interview. The second part involved proficiency-oriented curriculum design and instructional strategies. During phase three, proficiency implementation, participants implemented projects developed in the summer workshop, using funds allocated for that purpose by district superintendents. Evaluation and dissemination of project results, the fourth phase, occurred informally and in a methodology conference at the university. (MSE)

ED 336 941 FL 019 362

Muller, Brigitte D.

Technoscientific French for Teachers.

Pub Date—88

Note—9p; In: *New Challenges and Opportunities*. Dimension: Languages 87. Report of the Southern Conference on Language Teaching, p121-128, 1988. For the proceedings, see FL 019 352.

Pub Type—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Alumni Education, Course Descriptions, *Cultural Awareness, Cultural Context, *French, Higher Education, High Schools, Inservice Teacher Education, *Languages for Special Purposes, Professional Continuing Education, Secondary School Teachers, Second Language Instruction

Identifiers—*Eastern Michigan University

A two-semester sequence of courses in French and Spanish for science and technology at Eastern Michigan University responds to alumni demands for better linguistic and cultural preparation for increasingly global business and industry. In addition, high schools teacher enrolled in the courses find they answer a need for professional upgrading of linguistic skills and cultural knowledge. The courses were created to complement an existing sequence in business French. Pedagogical goals include: (1) describing and explaining France's achieved status in high technology and her contribution to European and western economy; (2) increasing the breadth and depth of students' cultural knowledge through study of the international dimensions of French firms in the most successful scientific and technical fields; (3) developing technoscientific communicative skills in reading, writing, listening, and speaking; and (4) preparing students for the examinations leading to the Paris Chamber of Commerce and Industry certificate in scientific and technical French. The curriculum consists of six modules, each focusing on manufacture of specific products or provision of services in French multinational companies and their American subsidiaries. Topics include: transportation; food; glass; computers; energy; and chemicals. Cultural context is emphasized. (MSE)

ED 336 942 FL 019 363

Cerc, Ronald Carl

Going International in the Business World: A

Special Purpose Course in Spanish.

Pub Date—88

Note—16p; In: *New Challenges and Opportunities*. Dimension: Languages 87. Report of the Southern Conference on Language Teaching, p129-143, 1988. For the proceedings, see FL 019 352.

Pub Type—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—*Business Communication, Course Descriptions, Curriculum Design, Higher Education, *International Trade, *Languages for Special Purposes, *Program Development, Second Language Instruction, *Spanish

Identifiers—*Eastern Michigan University

Despite a growing trend and early successes, program development for business language courses is still in its early stages. Curriculum developers have much work to do, many decisions to make, and a variety of problems to solve, most important of which are content, approaches, learning systems, and instructional strategies. First, the program type must be defined, including objectives, structure and content, instructional format, and methodology. Appropriate instructional materials must be selected and developed and suitable activities planned. Above, clientele must be identified, language needs ascertained, and fields to be covered determined. A market survey (one is appended) is useful. Analysis of the results helps tailor the basic curriculum elements to the audience. The 2-year upper-division business Spanish program at Eastern Michigan University (outline is appended) consists of four sequenced courses whose goals, content, and format vary. The third-year courses aim at overall communicative competence for the Spanish-speaking business world. Fourth-year courses also emphasize communicative skill development but focus on everyday business procedures and practices. Development of similar programs requires these organizational steps: (1) a market survey; (2) syllabus preparation; (3) materials organization and development; and (4) evaluation. (MSE)

ED 336 943 FL 019 364

Mount, Richard Terry. And Others

The Videocassette Challenge: Strategies for the Foreign Language Teacher.

Pub Date—88

Note—15p; In: *New Challenges and Opportunities*. Dimension: Languages 87. Report of the Southern Conference on Language Teaching, p145-158, 1988. For the proceedings, see FL 019 352.

Pub Type—Guides—Classroom—Teacher (052)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Classroom Techniques, *Media Selection, Second Language Instruction, *Second Language Learning, *Videotape Recordings

Foreign language teachers can tap the appeal of video successfully and enjoyably in the foreign language classroom. Potential difficulties include length of feature films and difficulty in understanding the language and story simultaneously. The instructor must select materials and equipment carefully and commit considerable time and energy to preparation of well-organized exercises and activities for incorporation of video into the total classroom experience. Choosing videocassettes involves consideration of video type and subject matter, sizes and formats, languages used and subtitles, length, cost, date of original filming, color vs. black and white, ratings (feature-length), preview, purchase, and rental policies, and available teaching aids. For effective classroom use, teachers should preview videos for possible classroom uses, prepare activities, structure the classroom presentation to accomplish feasible and well-defined goals, introduce grammar and vocabulary, show selected video portions to students, show the entire film with pauses for comprehension checks, and show the film without interruption, followed by additional activities. Tapes containing television commercials are versatile sources of activities, and dubbing a travel film can be productive for intermediate to advanced students. Feature films require special attention but can lead to more sophisticated projects. A list of videocassette sources is appended. (MSE)

ED 336 944 FL 019 366

Palou de Carranza, Elsa

Du français à l'espagnol: Une approche pédagogique interactive (From French to Spanish: An Interactive Pedagogical Approach).

Pub Date—89

Note—14p.

Language—French

Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Classroom Techniques, Curriculum Design, *Curriculum Development, Educational Strategies, Foreign Countries, *French, *Individualized Instruction, Instructional Materials, *Interdisciplinary Approach, Secondary Education, Second Language Instruction, Spanish Speaking Identifiers—*Argentina

An individualized, interdisciplinary approach to French second language instruction is discussed in the context of Argentina's secondary education system. An introductory section briefly reviews general problems associated with the compartmentalization of subjects in education and proposes a re-integration of the objectives of French second language instruction into the objectives of the secondary curriculum. A second section discusses the interdisciplinary approach, particularly the distinction between instrumental and behavioral methods, and the intradisciplinary and multidisciplinary approaches. A subsequent section specifies the principles of individualized instruction and their integration with the interdisciplinary approach. These principles include definition of objectives and formative evaluation. Ways in which these principles of individualization are already put into effect in French second language instruction are outlined, and additional strategies are suggested. (MSE)

ED 336 945 FL 019 380

Mason, Victor W. And Others

A New EFL Proficiency Test for Kuwait University.

Pub Date—[91]

Note—32p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Educational Improvement, *English (Second Language), Foreign Countries, Higher Education, Item Banks, *Language Proficiency, *Language Tests, Second Language Instruction, *Student Placement, *Test Construction, Test Format, Test Items, Test Validity Identifiers—Kuwait, *Kuwait University

Kuwait University initially developed a new English placement test for students to help upgrade English language instruction throughout the country's educational system, through diagnosis of relative English proficiency levels of all secondary school graduates, determination of suitable admissions criteria for all higher education institutions, and appropriate placement of new college students. At first the target population was the approximately 22,000 secondary school students graduating annually, and test content was based on the text series used in the schools. Feasibility considerations reduced the target population to 3,000-3,500 entering Kuwait University students. The test included three parts: grammatical structure, vocabulary, and reading comprehension. A four-option multiple-choice format was selected for all three, based on careful consideration of its limitations and potential. Language center staff wrote items according to test-content specifications and item-writing guidelines. A bank of almost 2,000 new items was pre-tested and refined, and the first full-length form was piloted at the university in 1987, then administered to secondary school students. Results were quite varied, and revealed patterns in proficiency and college admission. Subsequent test development has allowed further refinement of items and content. All participants in the development process benefitted. Statistical results are appended. (MSE)

ED 336 946 FL 019 381

Wilburn, Deborah

Syllabus for a FLES Methods Course.

Pub Date—Mar 90

Note—26p.

Pub Type—Reports - Evaluative (142) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Course Descriptions, Elementary Education, *FLES, Higher Education, *Language Teachers, *Methods Courses, Teacher Education, *Teacher Education Curriculum

A syllabus for teacher training in FLES (foreign languages in the elementary school) methodology based on language teaching theory and research findings, current practice, and a survey of university faculty is presented and discussed. The syllabus was designed for implementation at Ohio State University. First, a literature review and an analysis of current texts used throughout the country in FLES methods courses are offered to establish what ex-

perts believe to be the primary characteristics, skills, and concepts that a FLES teacher should possess. Results of a mailing to university faculty currently teaching a FLES methods course are presented. The four responses are detailed. An informal objective needs assessment involving two FLES teachers, a curriculum coordinator, an immersion teacher, and three teacher trainees is also described. In this process, the participants reflected on topics and techniques for inclusion in a FLES methods course, based on experience and perceived areas of need in teaching children. Finally, a syllabus is proposed, consisting of a statement of goals and objectives, evaluation methods and criteria, assignments for undergraduate and graduate students, and a class meeting schedule. A brief bibliography is also appended. (MSE)

ED 336 947 FL 019 382

Stones, Valerie

A "Hands On" Elementary Foreign Language Program.

Pub Date—[91]

Note—13p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Class Activities, Course Descriptions, Cultural Education, *FLES, French, Grade 4, Grade 5, Intermediate Grades, Language of Instruction, Second Language Programs, *Student Participation, *Teaching Methods

A teacher's experiences in teaching French to mixed-ability fourth- and fifth-graders have contributed to the development of an instructional approach that meets the challenges of this age group. The method devotes two-thirds of instructional time to language and one-third to culture. All language activities are conducted in French, and cultural content is presented in English. Vocabulary is learned through games, with active participation earning students extra points. In planning games, attention is paid to providing a variety of competitive, collaborative, sitting, running, individual, partner, and group opportunities in each lesson. All activities incorporate speech. Creating games has been relatively easy, while developing activities to emphasize particular grammatical points is more difficult. Students record all new material in a graded notebook for reference, and oral tests using materials used in class are useful for evaluation. An effort is made to bridge the curriculum methods to those used in later grades. Cultural courses content has been most popular with parents and colleagues. Students systematically learn about significant events in French and medieval history from Roman Gaul to 1945, and all events are linked to American culture. Most is taught through stories with miming, team games, worksheets, and projects involving parents and other teachers following. (MSE)

ED 336 948 FL 019 387

Ottinen, Riita

Teaching Translation of Fiction: A Dialogic Point of View.

Pub Date—91

Note—13p.; Paper presented at the First Language International Conference on Teaching, Translating, and Interpreting (Elsinore, Denmark, May 31-June 2, 1991).

Pub Type—Reports - Evaluative (142) — Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Class Activities, Classroom Techniques, Course Descriptions, Educational Strategies, *Fiction, Foreign Countries, Higher Education, Holistic Approach, *Interpretive Skills, *Language Processing, *Translation Identifiers—*University of Tampere (Finland)

Some principles and challenges of translation are discussed, and three courses in translation of fiction offered at the University of Tampere (Finland) are described. "Dialogic" principles of translation include: acknowledging that messages are changed in the process of translation, creating a new text; pinpointing the intended purpose of the text in the target language; considering and incorporating literary traditions of each culture; understanding that just as every reading experience constitutes a dialogue between author and reader, the translator is engaged in transmitting his reading experience to others; and creating the new text as a believable whole. The first course is introductory and addresses various issues of genre, purpose, relationship with the author and other involved parties, adaptation versus translation, and dialogic approach. The focus on the second course is translation for publish-

ers. Teaching is individualized, and the course draws on working relationships with publishers of books for children and books by women authors. The third course is a seminar, team-taught, on shorter texts. In all courses, students write about their own translation process, the original author, and their ideas about the story to be translated, and review other students' work. A 19-item bibliography is included. (MSE)

ED 336 949 FL 019 392

Griffin, Patrick E. And Others

The Use of Latent Trait Methods To Examine Second Language Proficiency.

Pub Date—[91]

Note—19p.

Journal Cit—Hong Kong Teachers' Association Journal of Education; n26 Nov 1985

Pub Type—Journal Articles (080)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adults, Educational Objectives, *English (Second Language), Foreign Countries, Interviews, *Language Proficiency, Language Skills, *Language Tests, *Migrants, Second Language Instruction, Second Language Learning, *Student Evaluation, Test Construction, Test Items, *Test Reliability

Identifiers—Australia (Victoria)

The Adult Migrant Education Service (AMES) of Victoria, Australia provides courses in English as a Second Language to non-English speaking migrants. Reviews currently under way are attempting to determine the effectiveness of this program and to find ways that might be used to help teachers assess the development of the students and to diagnose the difficulties so that instruction might be more effective. This study focuses on the development of instruments to assess client language skills. The diversity of ethnic groups and the wide range of client needs, background, personal characteristics, and courses offered made this a difficult task. This report describes the current assessment procedures of AMES, definitions of student language proficiency and achievement, definitions of language teaching objectives, the expansion of these objectives into test items, development of an interview test, field testing the interview test model, and analysis of student performance on the test. It was concluded that the reliability of the test was adequate for the purposes of individual diagnosis, and that the practice of embedding test items in a conversational flow enabled discourse to be assessed in a setting that simulated authentic conversation. (JL)

ED 336 950 FL 019 398

Brennan, Mark Brennan, Roslin E.

Strange Language. Child Victims under Cross Examination. Third Edition.

Riverina-Murray Inst. of Higher Education, Wagga Wagga (Australia).

Spons Agency—Australian Inst. of Criminology. Criminology Research Council.

Report No.—ISBN-0-949060-74-7

Pub Date—90

Note—119p.

Available from—Centre for Teaching and Research in Literacy, CSU-R, P.O. Box 588, Wagga Wagga, New South Wales 2650, Australia (\$10.00 plus postage).

Pub Type—Reference Materials - Bibliographies (131) — Tests/Questionnaires (160)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Adolescents, Annotated Bibliographies, *Child Abuse, Children, Communication Problems, *Court Litigation, *Credibility, Foreign Countries, Jargon, *Language Styles, Lawyers, Legal Problems, *Sexual Abuse, *Victims of Crime

Identifiers—*Cross Examination

The experience of the child victim as a courtroom witness in sexual abuse cases is examined in this study of a testing program involving 30 children aged 6 to 15. The purpose of the study was to identify needs not recognized by courts that can be responded to, denied, or exacerbated through language. Based on court transcripts, differences were studied between the language repertoire of the child and that demanded by the courtroom. Court-related language features are identified and discussed: use of negative; juxtaposition; nominalization; multifaceted questions; unclear or confused expressions; specific and difficult vocabulary; unclear anaphora; use of police statements; quoting of the child's words; quoting of other people's words; repetition of previous response; time, space and lo-

cation questions; and embeddings. Results of the testing program indicate that certain types of questions posed problems for the child trying to hear language. It is suggested that court appearance is not necessarily traumatizing for a child, but becomes so when a child cannot feel sure that he or she is heard, understood, and believed. Suggestions for improved questioning are offered. An annotated bibliography is included that contains 66 references. (LB)

ED 336 951 FL 019 401

Schnell, Jim

The Need for Nonverbal Communication Theory When Teaching English as a Second Language: A Case Study in China.

Pub Date—[91]

Note—14p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Body Language, Case Studies, Classroom Techniques, *Communication Skills, Educational Strategies, *English (Second Language), Eye Contact, Foreign Countries, Higher Education, *Nonverbal Communication, *Personal Space, Second Language Instruction, Skill Development, *Student Attitudes, Suprasegmentals, Surveys, Vocabulary

Identifiers—*China

Based on a native English-speaking teacher's perception that Chinese university students of English as a Second Language have greater skill in vocabulary than in the communication of ideas, a survey of students in one class investigated attitudes about the role of nonverbal communication in the communication process. Responses indicate a lack of understanding of nonverbal communication processes. Over half the students surveyed felt they were more expressive nonverbally when they are speaking English than when speaking Chinese, and most felt nonverbal communication in the two languages differs. A strong majority felt they could communicate better in English if they learned more nonverbal communication norms in English-speaking countries. The need for more emphasis on nonverbal communication is evident from these responses. High- and low-context communication processes illustrate the effect of culture on the listening process. Expectations can differ greatly in the two kinds of communication. At a minimum, theory that can enhance understanding of nonverbal communication processes should be taught, with emphasis placed on general ideas rather than specific skills. Work in proxemics, vocalics, kinesics, eye behavior, and tactile communication would contribute to awareness. A 13-item bibliography is included. (MSE)

ED 336 952 FL 019 437

Njazi, Hamza Mustafa

Text and Context in Translation: The Phenomenological Approach.

Pub Date—91

Note—15p; Paper presented at the First Language International Conference on Teaching, Translating, and Interpreting (Elsinore, Denmark, May 31-June 2, 1991).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Comparative Analysis, Foreign Countries, *Interpretive Skills, *Phenomenology, *Structural Analysis (Linguistics), *Translation Identifiers—*Deconstruction

A discussion of the phenomenological approach to text translation first analyzes the deconstructive approach, contrasts the two, and then describes the elements of the phenomenological approach that offer promise for the improvement of translation. The deconstructive theory, which draws on the insights of post-structuralism on the question of language and meaning and posits that it is impossible to transfer pure meaning from one language to another, is seen as resting on shaky assumptions and posing both theoretical and practical problems for translation. The assumptions include the following: exhaustive translations are impossible; inherent plurality of meaning makes precise determination of meaning impossible; and literary texts differ significantly from other text types in their treatment of reality. It is proposed that the phenomenological approach reaffirms the traditional concepts and norms of translation, proceeding from the conviction that it is possible to make an independent, objective inquiry about reality. It is argued that any translation may reflect cultural bias because that is a human trait. Further, it is proposed that exhaus-

tive translation is possible, although difficult. A general strategy for teaching translation is outlined. A brief bibliography is included. (MSE)

ED 336 953 FL 019 448

Draper, Jamie B., Comp.

Dreams, Realities, and Nightmares. The Present and Future of Foreign Language Education in the United States.

Joint National Committee for Languages, Washington, DC; National Council for State Supervisors of Foreign Languages.

Pub Date—Apr 91

Note—30p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Articulation (Education), Comparative Analysis, Data Collection, *Educational Policy, Elementary Secondary Education, *Enrollment Trends, Higher Education, Inservice Teacher Education, National Surveys, Preservice Teacher Education, *Public Policy, Second Language Instruction, *Second Language Programs, *State Programs

The National Education Goal that calls for increased ability to communicate with other nations and understand other cultures is one of six goals established at the 1989 Education Summit between President Bush and the 50 state governors. In response to this goal, the Joint National Committee for Languages surveyed the National Council of State Supervisors of Foreign Languages and other individuals responsible for foreign language education at the state level. Specifically, this sixth annual survey on the status for foreign language education sought to determine the "ideal" foreign language program: how much language instruction should be offered and/or required at the elementary and secondary levels; what levels of proficiency should be obtained; what languages should be offered; and what preparation is needed by foreign language teachers. Descriptions of major problems and the current status were also requested. The 37 surveys returned (out of a total of 51 sent) indicated as a whole that more than 30% of high school students are enrolled in foreign language classes, but that there is little information on K-8 enrollment because many states do not collect that data. Data from each state are presented in the following format: enrollment figures; languages offered; requirements; percentage of school districts offering language instruction; pre-service and in-service teacher preparation; and current initiatives. Problems cited include inadequate teacher proficiency, articulation difficulties, emphasis on technology to the exclusion of human interaction, and insufficient public support. (LB)

ED 336 954 FL 019 477

Abbey, Susan

A Case for On-Going Evaluation in English Language Teaching Projects. CLCS Occasional Paper No. 29.

Trinity Coll., Dublin (Ireland). Centre for Language and Communication Studies.

Report No.—ISSN-0332-3889

Pub Date—91

Note—47p.

Pub Type—Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*English (Second Language), Evaluation Methods, Foreign Countries, Instructional Innovation, *Program Descriptions, Program Design, *Program Evaluation, Program Implementation, *Second Language Instruction

Identifiers—Malaysia

The first section of this paper considers what is understood by evaluation in the field of project design for English language teaching (ELT). Published accounts of ELT projects are examined for their policy on evaluation and a list of dominant themes in project evaluation is drawn up. The second section reviews theoretical issues involved in project evaluation and seeks to summarize what might be included in a system of evaluation conceived as being central to the design and implementation of a project. The third section discusses the idea that project designers need to take account of the impact of the innovations they introduce. Consideration is given to how this aspect of project design might influence the forms of evaluation employed by project designers. The fourth section looks at a particular ELT project from a teacher's point of view, considering the forms of evaluation employed in the project and the extent to which they match the features outlined at the end of the second section. The

fifth section offers suggestions for planning the evaluation, and particularly the on-going evaluation, of projects in ELT design. (JL)

ED 336 955 FL 019 489

Liou, Hsien-Chin

Computer-Assisted Writing Revision: Development of a Grammar Checker.

Pub Date—26 Mar 91

Note—23p; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (25th, New York, NY, March 24-28, 1991).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Computer Assisted Instruction, Computer Software, Dictionaries, *Discourse Analysis, Editing, English (Second Language), Error Analysis (Language), *Error Correction, *Grammar, Phrase Structure, Programming, *Revision (Written Composition)

A computerized grammar checker was developed to assist teachers of English as a Second Language in editing student compositions. The first stage of development consisted of an error analysis of 125 writing samples collected from students. The 1,659 errors found were classified into 14 main types and 93 subtypes. This analysis served as the basis for constructing a taxonomy of mistakes and ranking the categories according to frequency of occurrence and comprehensibility. The grammar checker was then designed with a small electronic dictionary containing 1,402 word stems and necessary features, and a suffix processor to accommodate morphosyntactic variants of each word stem. An augmented transition network parser equipped with phrase structure rules and error patterns was then constructed. In addition, a set of disambiguating rules for multiple word categories was designed to eliminate unlikely categories, increasing the parser's efficiency. The current implementation detects seven types of errors and provides corresponding feedback messages. Future research will focus on detecting more kinds of mistakes with greater precision and on providing appropriate editing strategies. (Author/MSE)

ED 336 956 FL 019 511

Malave, Lillian M., Ed.

Theory, Research, and Applications: Selected Papers from the Annual Meeting of the National Association for Bilingual Education (16th, Denver, Colorado, March 30-April 3, 1987).

State Univ. of New York, Buffalo. Dept. of Learning and Instruction.

Pub Date—88

Note—275p; For individual papers, see FL 019 512-531.

Available from—National Dissemination Center, Fall River Public Schools, 417 Rock St., Fall River, MA 02720.

Pub Type—Collected Works - Proceedings (021)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Acculturation, *Bilingual Education, Case Studies, Cultural Context, Educational Policy, Educational Research, Elementary Secondary Education, Error Patterns, French Canadians, Gifted, Higher Education, Hispanic Americans, Hmong People, Kindergarten, *Language Role, Language Tests, *Limited English Speaking, Minority Groups, Multicultural Education, Reading Instruction, Referral, Second Language Learning, Spelling Instruction, Teacher Attitudes, *Testing, Transfer of Training, Writing Instruction

Identifiers—California, State University Long Beach, Cummins (James J), Interacial Children Papers in this volume include the following: "The Theoretical Framework of Jim Cummins: A Review and Critique"; "The Development of Bilingual Behavior"; "Effective Schools Research and Language Instruction Programs"; "Reading and Writing Instruction in Three Bilingual Education Programs in Connecticut"; "Instructional Discourse in an Effective Kindergarten Classroom: A Case Study"; "Ecobehavioral Variables within a Classroom with Limited-English Proficient Students"; "Creative Reading: A Relevant Methodology for Language Minority Children"; "Teachers' Perceptions of Errors in Second Language Learning and Acquisition"; "Testing the Transfer Paradigm in Second Language Learning: The Case of Spelling Skills"; "Conducting and Evaluating Oral Tests in the Second Language Classroom"; "The Competency Testing Mine Field: Validation, Legal and Ethical Issues

with Implications for Minorities"; "How Can We Meet All Their Needs? Incorporating Education for the Gifted and Talented in the Multicultural Classroom"; "Comparisons of Acculturation and Education Characteristics of Referred and Non-Referred Culturally and Linguistically Different Children"; "It's Only Half of Me: The Interracial Child: The Need for Balance"; "School Holding Power in the U.S."; "Retention of the Latino University Student: Affirmative Action at CSULB"; "Some Research-Based Issues and Recommendations Expressed at the Seminario Internacional Sobre la Educacion Bilingue"; "Culture and the French Canadian: A Question of Survival"; "Cultural Differences or Disability: Redefining the Experience of Four Hmong Students"; and "Hmong Refugees and Educational Policy." (MSE)

ED 336 957 FL 019 512

Baral, David P.

The Theoretical Framework of Jim Cummins: A Review and Critique.

Pub Date—87

Note—21p.; In: Theory, Research and Applications: Selected Papers from the Annual Meeting of the National Association for Bilingual Education (16th, Denver, Colorado, March 30-April 3, 1987); see FL 019 511.

Pub Type—Information Analyses (070) — Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Bilingual Education, *Bilingualism, Communication Skills, *Interpersonal Communication, *Language Proficiency, Language Skills, Linguistic Theory, *Minority Groups, *Sociocultural Patterns, Threshold Level (Languages) Identifiers—Basic Interpersonal Communicative Skills, Cognitive Academic Language Proficiency, *Cummins (James), Developmental Interdependence Hypothesis

In recent years, the theoretical framework of Jim Cummins has been widely discussed by bilingual educators. This paper traces the evolution of Cummins' theory and examines the criticisms which have been raised against it. The first part of the paper discusses the major elements of his theory of bilingual proficiency: the threshold hypothesis, the developmental interdependence hypothesis, and the Basic Interpersonal Communication Skills/Cognitive-Academic Language Proficiency dichotomy. Cummins' use of sociocultural variables such as "bicultural ambivalence" and his recent analysis of the empowerment of minority students are then considered. The paper concludes with a general summation of Cummins' work. Although critics note Cummins' lack of attention to sociocultural factors influencing second language learning, it is argued that he has made major contributions to the development of a theoretical basis for bilingual education. A 29-item bibliography is included. (Author/MSE)

ED 336 958 FL 019 513

Fantini, Alvino E.

The Development of Bilingual Behavior: Language Choice and Social Context.

Pub Date—87

Note—19p.; In: Theory, Research and Applications: Selected Papers from the Annual Meeting of the National Association for Bilingual Education (16th, Denver, Colorado, March 30-April 3, 1987); see FL 019 511.

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Age Differences, *Bilingualism, Case Studies, *Code Switching (Language), *Cultural Context, Language Acquisition, *Language Role, Second Language Learning, *Social Influences, Young Children

All speakers alter language stylistically in response to particular social circumstances at the moment of speech. Additionally, bilingual speakers switch codes. In fact, language differentiation and code switching are fundamental to behaving bilingually. This article examines how language differentiation and code switching developed in a young child exposed to two languages. It is concluded that linguistic separation is triggered by various factors in the social environment that cue the speaker. In the young child, awareness of the factors that call for one language or another develops gradually over time as the child's social world expands. Moreover, these factors emerge in order of significance as perceived by the child. The development of bilingual

behavior is clearly a sociolinguistic phenomenon in which the child learns not only two linguistic systems but also the circumstances in which to use each. A 10-item bibliography is included. (Author/MSE)

ED 336 959 FL 019 514

Malave, Lillian M.

Effective Schools Research and Language Instruction Programs.

Pub Date—87

Note—14p.; In: Theory, Research and Applications: Selected Papers from the Annual Meeting of the National Association for Bilingual Education (16th, Denver, Colorado, March 30-April 3, 1987); see FL 019 511.

Pub Type—Information Analyses (070) — Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Bilingual Education Programs, *Effective Schools Research, Elementary Secondary Education, Instructional Effectiveness, *Limited English Speaking, Program Development, Program Effectiveness, *Research Methodology, Research Needs, Sampling, *Second Language Programs

This paper presents a followup of selected studies on effective schools with a population of bilingual and/or limited-English-proficient (LEP) students. Over 150 research papers on both effective schools and effective bilingual LEP instruction were reviewed. The literature was divided into three categories: (1) studies with a population including linguistically and culturally different students within a bilingual or monolingual setting; (2) evaluations about the degree of effectiveness of mostly federally-funded bilingual programs; and (3) investigations of effective bilingual instructional practices or features. It is reported that the results of a survey of 97 of the research authors demonstrate the limited extent to which the research literature recognizes LEP students in its sample populations. Implications of these findings for the planning and development of effective instructional programs for LEP students are discussed, and recommendations for future research are offered. A 38-item bibliography is included. (MSE)

ED 336 960 FL 019 515

Prince, Cynthia D.

Reading and Writing Instruction in Three Bilingual Education Programs in Connecticut.

Pub Date—87

Note—18p.; In: Theory, Research and Applications: Selected Papers from the Annual Meeting of the National Association for Bilingual Education (16th, Denver, Colorado, March 30-April 3, 1987); see FL 019 511.

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Administrative Organization, *Bilingual Education Programs, Case Studies, Classroom Techniques, Comparative Analysis, Curriculum Design, *Evaluation Methods, Institutional Characteristics, Instructional Materials, Primary Education, Program Administration, Program Evaluation, *Reading Instruction, *Writing Instruction

Identifiers—*Connecticut

Proof of the value of bilingual education programs is usually based on evaluations which measure success solely on the basis of student test scores. An alternative method of evaluating such programs as it is implemented in three bilingual education programs in Connecticut elementary schools is reported in this paper. Eleven first- and second-grade Spanish/English classrooms containing a total of 257 students were visited twice a month for four months in 1986 to identify and describe the administrative, curricular, and instructional practices that contribute to program success. These characteristics were identified through qualitative methods such as classroom observations, interviews, and reviews of curricular materials. Qualitative data were then linked to students' test scores to provide a more accurate measure of program success than test scores alone could have provided. Program characteristics identified as contributing to success included: numerous opportunities for students to write; presence of a strong core curriculum in the bilingual education program matching the district's all-English curriculum; a well-defined plan for tran-

sitioning students to English reading and writing; highly-trained teachers; access to curricular materials; strong support for the native language as a bridge to learning English; principal support; and integration and acceptance into the mainstream school structure. An 11-item bibliography is included. (MSE)

ED 336 961 FL 019 516

Garcia, Eugene E.

Instructional Discourse in an Effective Kindergarten Classroom: A Case of Study.

Pub Date—87

Note—14p.; In: Theory, Research and Applications: Selected Papers from the Annual Meeting of the National Association for Bilingual Education (16th, Denver, Colorado, March 30-April 3, 1987); see FL 019 511.

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Bilingual Education, *Classroom Communication, Discourse Analysis, Effective Schools Research, Hispanic Americans, *Instructional Effectiveness, Interpersonal Communication, *Kindergarten, *Limited English Speaking, Models, Primary Education, Speech Acts, *Teacher Student Relationship

Identifiers—*Arizona (Phoenix)

A set of recorded teacher-child interactions in a successful kindergarten classroom was analyzed using the Mehan interactional model for analyzing the sequential organization of speech acts within classroom lessons. The study identified aspects of teacher-student interaction during formal instruction time at micro-interactional levels. The class had been nominated previously as an example of a successful language minority classroom in Phoenix (Arizona), and a majority of students were limited-English-proficient and of Hispanic origin. It was hypothesized that the model would assist in describing the similarities and differences for teacher-student actions. Results indicate that the teacher fulfilled the general expectation of the model but did not invite instructional interaction in any other than the most communicatively simple mode, inviting student participation mostly with choice elicitation. An 18-item bibliography is included. (Author/MSE)

ED 336 962 FL 019 517

Chavez, Gene T. Arreaga-Mayer, Carmen

Eco-behavioral Variables within a Classroom with Limited English Proficient Students.

Pub Date—87

Note—12p.; In: Theory, Research and Applications: Selected Papers from the Annual Meeting of the National Association for Bilingual Education (16th, Denver, Colorado, March 30-April 3, 1987); see FL 019 511.

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Achievement Gains, *Bilingual Education, Bilingualism, *Classroom Environment, Comparative Analysis, Grade 6, Instructional Effectiveness, Intermediate Grades, Language Dominance, *Limited English Speaking, Monolingualism, *Peer Teaching, Science Instruction, Spanish Speaking, Spelling, Vocabulary Development

A study analyzed the effects of classwide peer tutoring on science vocabulary spelling achievement for three language groups in one school's sixth grade. The groups consisted of: (1) Spanish-dominant and limited-English-proficient (LEP) students (n=8); (2) students proficient at grade level in both Spanish and English (n=14); and (3) monolingual English speakers (n=5). For comparison of weekly spelling gains, the second and third groups were combined as one non-LEP group. Experimental stimuli were drawn from the sixth-grade science text. Results of weekly spelling pre- and post-tests demonstrated that the peer tutoring procedures resulted in gain scores for the three language groups. In addition, the Spanish-dominant LEP group made greater gains when compared to the non-LEP group. Implications for the design and implementation of peer tutoring programs for LEP students are discussed. An 11-item bibliography is included. (Author/MSE)

ED 336 963 FL 019 518

Ada, Alma Flor

Creative Reading: A Relevant Methodology for Language Minority Children.

Pub Date—87

Note—16p.; In: Theory, Research and Applications: Selected Papers from the Annual Meeting of the National Association for Bilingual Education (16th, Denver, Colorado, March 30-April 3, 1987); see FL 019 511.

Pub Type—Reports - Evaluative (142) - Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Bilingual Education, Creativity, Critical Thinking, Decoding (Reading), Dialogs (Language), Elementary Secondary Education, *Language Processing, Language Skills, *Limited English Speaking, Literacy Education, Media Selection, *Oral Language, *Parent Participation, Problem Solving, *Reading Instruction, *Reading Materials, Relevance (Education), Second Language Instruction, Skill Development, Teaching Methods

Identifiers—*Freire (Paulo)

A discussion of reading instruction for limited-English-proficient (LEP) students looks at elements contributing to development of an effective instructional approach. The elements discussed include the following: the quality of reading materials; role of oral language development; design of an initial decoding process geared to success; need to make reading relevant to the students' own lives; and incorporation of parents in the literacy process. Drawing on the theories and work of Paulo Freire, the discussion proposes the use of dialogues to develop an interactive reading process aimed at the empowerment of students. The approach attempts to validate each student's own feelings and previous experiences and to develop critical thinking skills and problem-solving attitudes that help shape reality. A brief bibliography is included. (Author/MSE)

ED 336 964 FL 019 519

Bermudez, Andrea B. Padron, Yolanda N.

Teachers' Perceptions of Errors in Second Language Learning and Acquisition.

Pub Date—87

Note—13p.; In: Theory, Research and Applications: Selected Papers from the Annual Meeting of the National Association for Bilingual Education (16th, Denver, Colorado, March 30-April 3, 1987); see FL 019 511.

Pub Type—Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Administrator Attitudes, Bilingual Education, Elementary Secondary Education, *English (Second Language), *Error Correction, *Error Patterns, Graduate Students, Higher Education, *Language Teachers, Second Language Learning, *Second Languages, Surveys, *Teacher Attitudes, Teacher Education

A study examined prevailing views on the role of errors and on error correction held by teachers and other school-related personnel in contact with second language learners. An error perception inventory was administered to a group of school personnel (69 teachers and 18 other personnel) completing a graduate-level training program. Of these, 35 were bilingual and 52 were monolingual. The 15-item inventory measured, on a Likert-type scale: (1) degree of awareness regarding the pedagogical value of errors in developing second-language competence and performance; and (2) general attitudes toward error correction. Teaching status and classroom type were used as variables for data analysis. Results indicate that teachers in general have a better attitude toward second-language learners than other school personnel. Bilingual teachers did not demonstrate more awareness of the useful role of errors than did English-as-a-Second-Language or traditional classroom teachers. A 27-item bibliography is included and the error perception inventory is appended. (Author/MSE)

ED 336 965 FL 019 520

Rodriguez-Brown, Flora V.

Testing the Transfer Paradigm in Second Language Learning: The Case of Spelling Skills.

Pub Date—87

Note—15p.; In: Theory, Research and Applications: Selected Papers from the Annual Meeting of the National Association for Bilingual Education (16th, Denver, Colorado, March 30-April 3, 1987); see FL 019 511.

Pub Type—Reports - Research (143) - Speeches/

Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Context Clues, *Decoding (Reading), Learning Strategies, Linguistic Theory, Predictor Variables, Research Needs, Secondary Education, Second Language Learning, *Second Languages, Spanish, *Spelling Instruction, *Transfer of Training, *Visual Stimuli

A study investigated the language transfer hypothesis in the specific area of second-language spelling. Data collected from 84 secondary school students learning Spanish as a second language show that in general, performance in English spelling is the best predictor of performance in Spanish spelling. Other variables included performance on a cognate test, learning strategies, sex, and grade. When good and poor spellers were separated, the data indicated that good spellers favored visual and/or context-related strategies to spell in both Spanish and English. In contrast, poor spellers favored a decoding strategy. Results also indicate that transfer of spelling strategies occurs between the students' first and second languages. It is suggested that the study opens new issues for exploration, such as how to facilitate transfer of skills from first to second language in good spellers while enhancing the use of alternative skills in poor spellers. An 11-item bibliography is included. (Author/MSE)

ED 336 966 FL 019 521

Gonzalez-Pino, Barbara

Conducting and Evaluating Oral Tests in the Second Language Classroom.

Pub Date—87

Note—11p.; In: Theory, Research and Applications: Selected Papers from the Annual Meeting of the National Association for Bilingual Education (16th, Denver, Colorado, March 30-April 3, 1987); see FL 019 511.

Pub Type—Guides - Classroom - Teacher (052) - Information Analyses (070) - Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Evaluation Criteria, Grading, *Language Tests, *Oral Language, *Rating Scales, Research Needs, Second Language Instruction, Speech Skills, Test Format, Testing, *Test Selection, Weighted Scores

Testing guidelines based on teachers' experience and on a review of literature concerning approaches to the testing of oral second language skills, are presented in this paper. Considerations in developing the test included coordination with the syllabus, choice of format, grading, and administration. Suggestions are offered from the practices of an individual instructor. A weighted rating scale consisting of five major criteria (communication, grammatical accuracy, fluency, vocabulary, and pronunciation) is also presented. A brief bibliography is included, and lists of possible test formats for one speaker and interactive formats for two speakers are appended. (MSE)

ED 336 967 FL 019 522

Garcia, Peter A.

The Competency Testing Mine Field: Validation, Legal and Ethical Issues with Implications for Minorities.

Pub Date—87

Note—23p.; In: Theory, Research and Applications: Selected Papers from the Annual Meeting of the National Association for Bilingual Education (16th, Denver, Colorado, March 30-April 3, 1987); see FL 019 511.

Pub Type—Reports - Evaluative (142) - Opinion Papers (120) - Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Achievement Tests, Admission Criteria, *Competence, Court Litigation, Elementary Secondary Education, English (Second Language), Ethics, Graduation Requirements, Higher Education, Legal Problems, *Minority Groups, *Standardized Tests, *Teacher Certification, *Teacher Qualifications, Test Bias, *Testing Problems, Test Use

A genuine concern for the condition of education in the United States has led to misuse of standardized tests to measure teacher quality. The tests have been used for purposes of admission, advancement, merit, graduation, and certification contrary to research findings and test developer guidelines. The current use of tests has resulted in exclusion of ethnic minorities from the mainstream of society.

Flawed processes used in test validation have resulted in gross misapplication of standardized tests with serious consequences for American education. Competency testing does not improve the caliber of teachers entering the profession, but simply denies access to some, mostly minorities. In multilingual populations, testing in English discriminates against individuals with other native languages. Remediation for the tests is difficult to accomplish and may not be effective. Court litigation has addressed two well-established legal principles relating to teacher testing: (1) the right of individuals to engage in gainful occupations of their choice, and (2) the state's authority to reasonably regulate. Other measures of teacher success may be more appropriate than competency testing. A 51-item bibliography is included. (Author/MSE)

ED 336 968 FL 019 523

Hartley, Elizabeth A.

How Can We Meet All Their Needs? Incorporating Education for the Gifted and Talented into the Multilingual Classroom.

Pub Date—87

Note—10p.; In: Theory, Research and Applications: Selected Papers from the Annual Meeting of the National Association for Bilingual Education (16th, Denver, Colorado, March 30-April 3, 1987); see FL 019 511.

Pub Type—Reports - Evaluative (142) - Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Acceleration (Education), *Acculturation, Advanced Courses, Advanced Placement, Age Grade Placement, Bilingual Education, *Cognitive Style, *Cultural Pluralism, *Educational Strategies, Elementary Secondary Education, *Gifted, Grouping (Instructional Purposes), Independent Study, Language Role, Mentors, *Minority Groups, Resource Centers, Student Evaluation, Talent, Teacher Attitudes, Teacher Expectations of Students, Teacher Interns, Tutorial Programs

This discussion of identification and instructional needs of minority gifted or talented (G/T) children in the multiethnic classroom looks at a variety of issues, including teacher expectations, native or dominant language and its effect on the results of assessment, acculturation and attitudes toward mainstream society, and learning styles. Eight instructional strategies that can be incorporated into the multiethnic classroom by the classroom teacher are described and their advantages are outlined. These strategies consist of: (1) resource/action learning centers; (2) mentorships (tutorial); (3) independent study; (4) special advanced courses; (5) internships; (6) cluster or task grouping; (7) content acceleration; and (8) grade level acceleration. A brief bibliography is included. (MSE)

ED 336 969 FL 019 524

Collier, Catherine

Comparison of Acculturation and Education Characteristics of Referred and Non-Referred Culturally and Linguistically Different Children.

Pub Date—87

Note—14p.; In: Theory, Research and Applications: Selected Papers from the Annual Meeting of the National Association for Bilingual Education (16th, Denver, Colorado, March 30-April 3, 1987); see FL 019 511.

Pub Type—Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Academic Achievement, *Acculturation, *Bilingual Education Programs, Comparative Analysis, *Cultural Pluralism, Elementary Education, Elementary School Students, Hispanic Americans, *Limited English Speaking, *Referral, Special Education, *Student Characteristics, Student Placement

A study investigated the presence of and interaction between educational and cultural/linguistic characteristics in 95 Hispanic limited-English-proficient elementary school students previously enrolled in bilingual and English-as-a-Second-Language (ESL) programs. Of this group, 51 had never been referred to special education and 44 had been referred. The two groups of students were compared on 15 acculturation and education variables, including: school; sex; age; grade; years in a bilingual or ESL program; LAU category; English language proficiency; minority enrollment; years in the United States; accu-

turation; verbal intelligence quotient (IQ); nonverbal IQ; full scale IQ; reason for referral or problem behavior; and educational achievement. The results indicate that acculturation characteristics were significantly related to the referral and placement of these students in special education, and were also highly correlated to school achievement. The statistical results, the acculturation scale used, a summary of findings, and a 12-item bibliography are appended. (Author/MSE)

ED 336 970 FL 019 525

Haicher, Carol L.
"It's Only Half of Me." The Interracial Child: The Need for Balance.

Pub Date—87

Note—11p.; In: Theory, Research and Applications: Selected Papers from the Annual Meeting of the National Association for Bilingual Education (16th, Denver, Colorado, March 30-April 3, 1987); see FL 019 511.

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adolescents, *Bilingual Education, *Cultural Pluralism, Elementary Secondary Education, *Self Concept, *Social Discrimination, Student Attitudes

Identifiers—*Interracial Children

Multicultural living is practiced by a growing number of Americans. Some of the issues that research has looked at in this context include identity confusion, child-rearing complications, developing friendships within and across ethnic lines, emotional disturbance, dealing with ethnic heritage, school performance, and need for school services. In the study described in this paper, 7 interracial children were asked to share their thoughts about being interracial; 6 of the youngsters were 14 to 16 years old and one was 11. The children represented a variety of cultural groups. All had experienced racism in some form. They experimented with identity roles related to ethnicity and race in their adolescence. They perceived a broad sense of ancestral roots to be the benefit of an interracial heritage. These children realized that many of their experiences had been based on skin color, and felt it humorous that there was so much ignorance about physical characteristics. The school dealt with the children as single-race individuals. There was always some anxiety about introducing their biracial family to others, and the older ones were concerned about identifying their race for others. They appeared to like themselves and were comfortable with multiethnic living. The paper concludes by offering some guidelines for school treatment of multiethnic students. An 11-item bibliography is included. (MSE)

ED 336 971 FL 019 526

Waggoner, Dorothy
School Holding Power in the United States.

Pub Date—87

Note—19p.; In: Theory, Research and Applications: Selected Papers from the Annual Meeting of the National Association for Bilingual Education (16th, Denver, Colorado, March 30-April 3, 1987); see FL 019 511.

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Age Differences, Blacks, Comparative Analysis, *Dropout Characteristics, *Dropout Rate, *Educational Attainment, *Employment Potential, Ethnic Groups, High Schools, Hispanic Americans, *Minority Groups, National Surveys, *School Holding Power, Sex Differences, Whites

A study examined dropout data from the 1980 Census and the October 1980, 1982, 1984, and 1985 federal population surveys to assess differences in the dropout and delayed schooling rates for males and females; Whites, Blacks, and Hispanics; and various age groups from 16 to 34. Principal findings include the following: the dropout rate for all youth and young adults fell from October 1980 to October 1985, but Hispanics were least likely to be enrolled or to have completed school. Young Blacks have caught up with White contemporaries in academic persistence. Hispanics drop out at higher rates and earlier than others. Delayed education does not correlate with dropout rates. Family financial need does not correlate with dropout rates or with work experiences after leaving school. Finally, the earn-

ing power of the groups is unequal. These findings suggest that too many youngsters, particularly minority youngsters, are leaving school underprepared for meaningful employment and for realizing their potential in society. The data also suggest that more effort needs to be devoted to understanding these problems and to devising remedies for them. It is further noted that school policies may now serve as disincentives to retention and that more attention needs to be paid not only to potential dropouts but also to the preparation of students who may choose higher education. (MSE)

ED 336 972 FL 019 527

Ramirez, Genevieve M.
Retention of the Latino University Student: Student Affirmative Action at CSULB.

Pub Date—87

Note—17p.; In: Theory, Research and Applications: Selected Papers from the Annual Meeting of the National Association for Bilingual Education (16th, Denver, Colorado, March 30-April 3, 1987); see FL 019 511. For a related document, see ED 279 482.

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Academic Advising, *Affirmative Action, *Bilingual Education, College Faculty, Faculty Advisers, Higher Education, *Hispanic Americans, Peer Counseling, Program Descriptions, Referral, *School Holding Power, School Orientation, State Universities, Study Skills, Teacher Role

Identifiers—*California State University Long Beach, *Latinos

The Student Affirmative Action Program at California State University, Long Beach was designed to serve the needs of Latino students, an underrepresented population in higher education, and to help eliminate identified institutional barriers to their participation. Barriers include inadequate orientation and information, poor planning and academic scheduling, limited support services, and personal and cultural alienation. Program features include: the original summer residential program providing orientation, basic study skills, academic advising, and exposure to some of the interpersonal dynamics of the first year; intensive writing and math instruction; and fall course registration. Participating students are assigned a trained peer advisor for regular meetings, progress evaluation, and referrals for additional academic and nonacademic services. Student scheduling incorporates breaks so students may use academic support services, meet with faculty, or prepare for classes. Group tutorials are also used. Faculty are involved as mentors, advisors, assessors, consultants to peer advisors, instructors, and referral sources. A study of the program's success with three cohorts found their academic performance to be better than that of a control group's, and their retention rates surpassed even those of majority students. (MSE)

ED 336 973 FL 019 528

Bernal, Ernesto M.
Some Research-Based Issues and Recommendations Expressed at the Seminario Internacional Sobre la Educacion Bilingue.

Pub Date—87

Note—9p.; In: Theory, Research and Applications: Selected Papers from the Annual Meeting of the National Association for Bilingual Education (16th, Denver, Colorado, March 30-April 3, 1987); see FL 019 511.

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—American Indians, *Bilingual Education, Comparative Analysis, Conferences, Disabilities, Educational History, *Educational Philosophy, Educational Policy, *Educational Research, Educational Strategies, Foreign Countries, *International Education, Mexicans, *Public Policy, Research Needs

Identifiers—Canada, Mexico, Schema Theory, Seminario Internacional Sobre la Educ Bilingue, United States

The first Seminario Internacional Sobre la Educacion Bilingue (International Seminar on Bilingual Education), under the aegis of the National Association for Bilingual Education and the Mexican secretary for public education, brought together professionals from Canada, the United States, and

Mexico in Oaxtepec, Mexico in November 1986 to share ideas, interests, and points of view on bilingual education. This report on the meeting summarizes the historical developments in bilingual education in the countries represented, research issues of current concern, and characteristics of current practices from participants' viewpoints. Issues addressed in work sessions included: the concern of some Native American tribes that their languages not be put in written form; insufficient use of the native language by teachers, and students' short exposure to bilingual education; the need for a theory of bilingual learning based on schemata; needs of both handicapped and gifted bilingual children; and native language loss among Mexican Indians. Great differences in the social, linguistic, and political contexts for bilingual education were revealed, but most notable were the contrasting philosophical perspectives of the governments and the pedagogical responses of their institutions. (Author/MSE)

ED 336 974 FL 019 529

Duquette, Georges
Culture and the French Canadian: A Question of Survival.

Pub Date—87

Note—12p.; In: Theory, Research and Applications: Selected Papers from the Annual Meeting of the National Association for Bilingual Education (16th, Denver, Colorado, March 30-April 3, 1987); see FL 019 511.

Pub Type—Reports - Descriptive (141) — Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Bilingualism, Core Curriculum, *Cultural Awareness, Elementary Secondary Education, Foreign Countries, French, *French Canadians, Immersion Programs, *Language Maintenance, *Language Role, Minority Groups, Native Language Instruction, Second Language Programs

Identifiers—*Authentic Materials, *Canada

The existing minority language situation of French Canadians in Manitoba, Ontario, Quebec, and the Maritime Provinces is examined, highlighting the historical, political, social, and educational aspects of bilingualism in Canada. Additive and subtractive forces in Canadian bilingualism and biculturalism are outlined for comparison. French first-language programs, French core and French immersion, and their effects on Canadian society are considered. Special focus is placed on culture, and particularly on the use of authentic materials in instruction, as a possible means of ensuring language retention. It is concluded that more research on the effects of programs in bilingualism and biculturalism is needed, and that it is also important to identify which federal programs promoting bilingualism and biculturalism are successful and which are not, and in what regions they are working best. A brief bibliography is included. (Author/MSE)

ED 336 975 FL 019 530

Jacobs, Lila
Cultural Difference or Disability: Redefining the Experience of Four Hmong Students.

Pub Date—87

Note—11p.; In: Theory, Research and Applications: Selected Papers from the Annual Meeting of the National Association for Bilingual Education (16th, Denver, Colorado, March 30-April 3, 1987); see FL 019 511.

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Acculturation, *Bilingual Education, Case Studies, Coping, *Cultural Differences, Educational Policy, Grade 3, *Hmong People, Immigrants, Learning Activities, Learning Disabilities, Primary Education, Research Needs, *Student Adjustment, Student Behavior, Teacher Attitudes, *Teacher Expectations of Students

The study reported in this paper describes the first school encounters of four Hmong third-graders and their difficulties in adjusting to classroom learning activities. Three boys and one girl were chosen for observation. Two of the boys were classified as learning disabled, and the other two children were being considered for recommendation to the disability program but did not consistently exhibit disabled behavior. Using ethnographic research methods, especially participant observations and interviews, the study focused on how children become increasingly aware of their differences in cultural values and at-

tempt to cope with the high stress levels they experience in school. Teachers, on the other hand, adhere to their own training and values and demand compliance with cultural norms of performance. The Hmong children under study showed deep frustration and hopelessness as they failed to engage meaningfully in learning activities. Suggestions for implementation of educational policies and practices dealing with Indochinese students are offered, and possible directions for future research are explored. (Author/MSE)

ED 336 976 FL 019 531

Strouse, Joan

Hmong Refugees and Educational Policy.

Pub Date—87

Note—7p; In: Theory, Research and Applications: Selected Papers from the Annual Meeting of the National Association for Bilingual Education (16th, Denver, Colorado, March 30-April 3, 1987); see FL 019 511.

Pub Type—Reports - Evaluative (142) - Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adults, Bilingual Education, *Cultural Pluralism, Culture Conflict, *Educational Policy, Elementary Secondary Education, *Hmong People, *Immigrants, Postsecondary Education, *Public Policy, *Refugees

The relationship between Hmong refugees, immigration policies, and the United States educational system is examined. First, the immigration process and policy development are discussed. Federal intentions toward the Hmong refugees and the educational reality are then contrasted, and the reasons for policy failure are examined. It is contended that the encounter between the Hmong and the educational system may be regarded as a case study of the inherent inability of the system to accommodate difference and to respond to the real need of newly-arrived refugees. The schools failed to reach across a substantial cultural gap and provide access to the larger society, attempting instead to hurry the Hmong into adjusting to a substitute culture radically different from any they had known before. The educational system has failed to keep Hmong adults enrolled and has not made available comprehensive preparation of this population for the labor market. It is argued that a better educational policy would require that authorities embrace a pluralistic vision of U.S. society and reorient policies accordingly. A 10-item bibliography is included. (Author/MSE)

ED 336 977 FL 019 538

Mann, Vivian

A Word Is Worth a Thousand Pictures: A Writing Project for the Primary Grades.

Pub Date—87

Note—8p

Journal Cit—MinneTESOL Journal; v6 p7-13 1987

Pub Type—Guides - Classroom - Teacher (052) - Journal Articles (080)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Classroom Techniques, Elementary Education, *English (Second Language), Program Descriptions, Public Schools, Second Language Instruction, Student Motivation, *Student Participation, *Vocabulary Development, *Writing Apprehension, *Writing Instruction

A set of English-as-a-Second-Language (ESL) lessons is presented that is geared to the needs of reluctant writers, especially those with limited English proficiency. The approach has been used successfully with grades 2-6. The plan has seven steps: (1) an oral performance by the teacher using a key word and a series of unrelated sentences in which the word appears; (2) a yes/no question-and-answer session using the same key word, with questions directed to the whole group; (3) elicitation of sentences from students, each of which must differ from those of other students (the sentences are typed as they are produced); (4) reading the sentences as a group; (5) illustrating the sentences for use in an exhibit, with pictures; (6) writing or dictating stories about the pictures; and (7) reading the stories together. This seven-step process, which emphasizes spontaneity, collaboration, and working toward an appealing product, lays the foundation for further work and encourages students to write. (MSE)

ED 336 978 FL 019 539

Odean, Patricia M.

Teaching Paraphrasing to ESL Students.

Pub Date—87

RIF FEB 1992

Note—14p.

Journal Cit—MinneTESOL Journal; v6 p15-27 1987

Pub Type—Guides - Classroom - Teacher (052) - Journal Articles (080)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Classroom Techniques, *English (Second Language), *English for Academic Purposes, *Language Processing, Reading Comprehension, *Reading Strategies, Second Language Instruction, *Writing Exercises

Identifiers—*Paraphrase

Students of English as a Second Language (ESL) in an academic program must be able to write paraphrases, but they often lack strategies for accomplishing this complex task successfully. The process requires skill in reading, comprehension, analysis, selection of new structures and vocabulary, and integration into a written product. Paraphrases usually originate in sentences with sophisticated syntax, so the student must first be able to understand difficult passages in detail. This can be assisted by familiarizing students with the strategies of generating simpler statements, extracting sentence kernels, identifying word groups, practicing with cloze exercises, identifying referents, and answering questions to focus attention on aspects of the text. Second, the student must know how to rewrite the passage, by recognizing and exploiting synonymy and combining sentences for structural flexibility. Some texts are available for teaching these skills. Students must eventually see the process as an exercise in rethinking information and telling it in their own voices. For students able to produce paraphrases without the original text, learning to use paraphrases is the next stage. Reading different texts on the same topic or completed research papers is helpful. Competent use of source material and integration into academic papers is the ultimate goal. (MSE)

ED 336 979 FL 019 540

Schwartz, Barbara Matsumura-Lothrop, Emiko

The Self-Monitoring of Articles and Verbs in ESL Written Production.

Pub Date—87

Note—24p.

Journal Cit—MinneTESOL Journal; v6 p29-51 1987

Pub Type—Journal Articles (080)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Advanced Students, *Determiners (Languages), *English (Second Language), *Error Correction, *Error Patterns, Foreign Countries, Graduate Students, Grammar, Higher Education, Revision (Written Composition), Second Language Instruction, Self Evaluation (Individuals), *Verbs, *Writing (Composition)

A study analyzed the ability of 31 advanced students of English as a Second Language (ESL) to monitor their own use of article and verb errors in their compositions. Subjects were 31 foreign graduate students enrolled in an advanced composition course at Iowa State University. The two categories of grammatical errors were monitored in three successive steps: (1) immediately after production and without prompting; (2) one class meeting after production; and (3) two class meetings after production, with prompting. Data were drawn from students' initial and final compositions. Students were encouraged to correct their compositions (monitoring), but were not given teacher corrections until the third monitoring session. Results indicate that 25% of verb errors and 15% of article errors were detected and corrected without teacher prompting. About half of unprompted monitoring occurred immediately after production. Article errors were monitored accurately more frequently than were verb errors, and both kinds of correction were more accurate when unprompted. About 80% were able to make at least one unprompted correction. Subjects using the monitoring procedure throughout the semester showed a decrease in verb errors but not article errors. (MSE)

ED 336 980 FL 019 541

Nelson, Eric S.

Choosing Helpful Examples of Structures.

Pub Date—87

Note—21p.

Journal Cit—MinneTESOL Journal; v6 p53-72 1987

Pub Type—Guides - Classroom - Teacher (052) - Journal Articles (080)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Classroom Communication, Class-

room Techniques, *English (Second Language), Grammar, *Media Selection, Questioning Techniques, Second Language Instruction

Identifiers—*Examples

All language teachers, even those committed to teaching language in context, must occasionally provide examples of grammatical or syntactic structures. When searching for effective examples, teachers can evaluate them by asking the following questions: (1) Considering the context and content, is the use of the target structure appropriate? (2) Does the example illustrate the need for the target structure (or is there another structure that would do as well)? (3) Does the example encourage formation of a false hypothesis about the target structure? (4) What does the student need to know about the world in order to understand the example? (5) Will the student know how examples in a set relate to each other? (6) Is the example sentence fiction (requiring imagination to interpret) or about the real world? (7) Is there anything in the example that might keep the student focusing on what is important? (8) Does it exemplify what it is intended to exemplify? and (9) How much does the example alone tell the student? (MSE)

ED 336 981 FL 019 547

Tarone, Elaine

"Back to Basics:" Literacy for Second Language Learners in the Public Schools.

Pub Date—90

Note—11p; An earlier version of this paper was presented at the MinneTESOL Conference (1989).

Journal Cit—MinneTESOL Journal; v8 p7-16 1990

Pub Type—Journal Articles (080)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Basic Skills, Children, Elementary Education, *English (Second Language), Immersion Programs, *Limited English Speaking, *Literacy Education, *Public Policy, Public Schools, *Second Language Instruction

The question of what influences the acquisition of literacy skills in a second language is addressed. A selected review of the literature shows that prior literacy in the native language greatly increases the ability of elementary school aged children to become literate in a second language. The implications for limited English proficient (LEP) students as well as students in immersion programs are highlighted with a final discussion of the political realities and ramifications. It is concluded that the expenditure of funds to foster the English language literacy of LEP learners will have long-range benefits that far outweigh short-term financial gains. Contains 8 references. (Author/LB)

ED 336 982 FL 019 548

Boehlke, Lisa Rummel, Mary Kay

Geodes Like Sky Blue Poppies: Developing Authorship Literacy in Limited English Proficient Students.

Pub Date—90

Note—11p.

Journal Cit—MinneTESOL Journal; v8 p17-26 1990

Pub Type—Journal Articles (080)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Classroom Techniques, Cognitive Processes, Elementary Education, *English (Second Language), Language Research, *Limited English Speaking, *Personal Narratives, Preadolescents, *Second Language Instruction, *Skill Development, *Writing Instruction, Young Children

An approach is described for developing the language of limited English proficient (LEP) students using process writing with content drawn from across the curriculum. This is proposed in the context of recent research in second language reading that has focused on developing metacognitive awareness and use of reading strategies, and that less proficient learners may improve their skills through training in those strategies demonstrated by more successful learners. A narrative of in-class experiences with LEP students ages 8 to 12 years over 18 months traces the development of learners and their teacher in a collaborative decision-making process. The approach allowed the LEP students to see themselves as authors and to respond to each other's work. Examples of student writing about personal experiences are included. Contains 6 references. (LB)

ED 336 983 FL 019 549

Allen, Lindsey

Finding a Voice: Secondary Students Write Their Stories.

Pub Date—90

Note—13p.

Journal Cit—*MinnetESOL Journal*; v8 p27-38 1990

Pub Type—Journal Articles (080) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adolescents, Dialog Journals, *English (Second Language), High Schools, Hmong People, *Personal Narratives, *Second Language Instruction, *Story Telling, *Student Journals, *Writing Instruction, Young Adults

A curriculum project is described that consists of a unit developed for a writing class in a secondary English-as-a-Second-Language (ESL) classroom. Although the unit is intended to present an idea of what can be accomplished in the ESL classroom with developing writers, it does not give any specific "recipes" for writing development. The setting in which the unit was taught was a beginning/intermediate reading and writing class at an urban senior high school with 17 students aged 15-21 in grades 9-11, all but one of whom were Hmong. Dialogue journal writing and narrative writing were used as the primary activities. Student writing samples are included. (LB)

ED 336 984

FL 019 550

Mullins, Michael J.

Citizenship Education: The Three S's—Self, School, and State (Excerpts).

Pub Date—90

Note—16p.

Journal Cit—*MinnetESOL Journal*; v8 p38-52 1990

Pub Type—Journal Articles (080)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Citizenship Education, Critical Thinking, Curriculum Development, *English (Second Language), Immigrants, *Personal Narratives, Secondary Education, *Second Language Instruction, Student Attitudes, Student Journals, *Student Participation, Writing Instruction, Young Adults

Personal experiences in public schools and in higher education are described that influenced a writer's decision to become a teacher and the teacher's subsequent development of a high school citizenship curriculum. Reasons for emphasizing critical thinking are discussed. The reactions of students, aged 14-19, in the most advanced level of an English as a Second Language (ESL) program are reported when asked for personal opinions about American citizenship, news of their native countries, and the content of school textbooks. Three areas of instruction are also described: changes in the physical arrangement of the classroom, inclusion of a unit on experience-based learning, and student feedback on what the unit would contain. Approaches to enhancing interaction among ESL students are noted, as well methods for teaching the students essay and journal writing. Contains 12 references. (LB)

ED 336 985

FL 019 551

Prior, Paul

Schemata, Strategies, and Social Construction: Some Implications for Second Language Pedagogy.

Pub Date—90

Note—21p.

Journal Cit—*MinnetESOL Journal*; v8 p53-72 1990

Pub Type—Journal Articles (080)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Access to Information, *Educational Strategies, *Knowledge Level, Models, *Schemata (Cognition), *Second Language Instruction, Social Influences, *Teaching Methods

The desirability of teaching usable knowledge in terms of inert knowledge is presented. A review of the literature covering knowledge structures, knowledge processes, and the link between knowledge and social interaction concludes with an outline of a tentative model of the knowledge system. Implications for second language instruction are also offered. It is suggested that inert knowledge in second language instruction can be linked to at least three sources: absence of authentic experiences; inaccessibility to knowledge; and apathy in the sense of a lack of self-initiated goals. For students to develop usable knowledge, they must have classes that are complex and open, and that direct students to other complex, open experiences. Contains 38 references. (LB)

ences. (LB)

ED 336 986

FL 019 552

Buchanan, Laura

Some Effects of Culture in the ESL Classroom and Their Implications for Teaching.

Pub Date—90

Note—16p.

Journal Cit—*MinnetESOL Journal*; v8 p73-87 1990

Pub Type—Journal Articles (080)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Classroom Environment, *Cultural Differences, *English (Second Language), *Second Language Instruction, *Student Behavior, *Teacher Expectations of Students, Teacher Response

The influence of culture on the English-as-a-Second-Language (ESL) teacher, student, and curriculum is examined. The assumption is that if acknowledgement is given to: (1) the influence of culture; and (2) ways that cultural assumptions of teachers and students differ, then adjustments can be made that permit a more rewarding and enjoyable classroom atmosphere. American cultural values and their classroom implications are addressed, such as competition, confrontation, and cooperation. Valued behavior in the ESL classroom is noted, including that related to independence and individual work, turn-taking, group work, deadlines, and question asking. A brief discussion on how to facilitate the cultural adjustment of ESL students is also included. Contains 18 references. (Author/LB)

ED 336 987

FL 019 553

Bosher, Susan

The Role of Error Correction in the Process-Oriented ESL Composition Classroom.

Pub Date—90

Note—14p.

Journal Cit—*MinnetESOL Journal*; v8 p89-101 1990

Pub Type—Journal Articles (080)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Editing, *English (Second Language), *Error Analysis (Language), *Error Correction, Problem Solving, *Second Language Instruction, Student Improvement, Writing (Composition), *Writing Instruction, Writing Research

A list of guidelines for error correction in the writing process is presented, as well as a specific classroom application of a correction code and error analysis chart. Although developed for Southeast Asian English-as-a-Second-Language (ESL) students, the code could be modified and applied to any target population. The procedure for using the code provides students with practice gaining control over the language, within the context of their own writing, as the final stage of the writing process. The practice engages students in a problem-solving approach to error, and makes them responsible for their own learning. A brief review of the literature on composition theory is included. Contains 39 references. (LB)

ED 336 988

FL 019 565

Fryer, T. Bruce, Ed. Medley, Frank W., Jr., Ed.

Perspectives on Proficiency: Curriculum & Instruction. Dimension: Language '84-'85. Report on the Southern Conference on Language Teaching (1984 and 1985).

Southern Conference on Language Teaching.

Pub Date—86

Note—180p.; For individual papers, see FL 019 566-582.

Pub Type—Collected Works - Proceedings (021)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—Business Communication, Business Education, Classroom Communication, Classroom Techniques, Computer Assisted Instruction, Course Descriptions, Cultural Awareness, *Curriculum Design, Curriculum Guides, Developmental Stages, Educational Objectives, Educational Resources, Elementary Secondary Education, German, Higher Education, Instructional Materials, International Studies, Language Laboratories, *Language Proficiency, Latin, Oral Language, *Second Language Instruction, Second Language Learning, Spanish, Student Participation, Study Abroad, Writing Skills

Identifiers—Authentic Materials, *Florida

Selected papers from the 1984 and 1985 meetings of the Southern Conference on Language Teaching include: "Perspectives on Proficiency: 1985"; "Developmental Stages in Functional Language Proficiency"; "Cultural Understanding, Oral Proficiency, and Study Abroad: Getting It All Together"; "Developing Functional Proficiency in Writing"; "The Proficiency-Based German Class: Experiences and Perspectives"; "The Study of Latin in American Schools: Success and Crisis"; "Foreign Language and International Studies: Past, Present, and Future"; "Curriculum Framework for Foreign Language Education in the State of Florida"; "Proficiency Guided Business Units in High School Foreign Language Classes"; "A Commercial Spanish Sequence at the Post-Secondary Level: Objectives, Curriculum, and Resources"; "The Ultimate Curriculum Guide Outline: From Philosophy to Test Items"; "Targeting the Target Language: A Teacher Reflects"; "Increasing Student Participation in the Foreign Language Class"; "Making Language Study Real: Skill Development with Authentic Language Samples"; "Trivial Pursuit in the Foreign Language Classroom"; "Reversing the Role of the Foreign Language Lab: From Practice to Presentation"; and "The Computer in the Foreign Language Classroom: 'Mogwai' or 'Gremlin'?" (MSE)

ciency"; "Cultural Understanding, Oral Proficiency, and Study Abroad: Getting It All Together"; "Developing Functional Proficiency in Writing"; "The Proficiency-Based German Class: Experiences and Perspectives"; "The Study of Latin in American Schools: Success and Crisis"; "Foreign Language and International Studies: Past, Present, and Future"; "Curriculum Framework for Foreign Language Education in the State of Florida"; "Proficiency Guided Business Units in High School Foreign Language Classes"; "A Commercial Spanish Sequence at the Post-Secondary Level: Objectives, Curriculum, and Resources"; "The Ultimate Curriculum Guide Outline: From Philosophy to Test Items"; "Targeting the Target Language: A Teacher Reflects"; "Increasing Student Participation in the Foreign Language Class"; "Making Language Study Real: Skill Development with Authentic Language Samples"; "Trivial Pursuit in the Foreign Language Classroom"; "Reversing the Role of the Foreign Language Lab: From Practice to Presentation"; and "The Computer in the Foreign Language Classroom: 'Mogwai' or 'Gremlin'?" (MSE)

ED 336 989

FL 019 566

Shore, Arnie

Perspectives on Proficiency: 1985.

Pub Date—86

Note—8p.; In: "Perspectives on Proficiency: Curriculum & Instruction. Dimension: Language '84-'85." (see FL 019 565), p1-7.

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Educational Planning, *International Studies, *Language Proficiency, *Language Role, *Policy Formation, *Public Policy, Second Language Instruction, Second Language Learning

As concerns about educational planning mount, the perspectives of the foreign language teaching profession will come face to face with national policy agendas, and there may be conflict. The profession must be aware of perspectives other than its own at the same time that it sets and maintains its own goals. Public debate has arisen about the state of foreign languages and international studies and their role in national policy. The profession will have difficulty in pursuing the idea that foreign language study should be boosted largely for national defense purposes; it ignores other important foreign language curriculum issues and objectives. A more defensible viewpoint is that adult language competencies are a pressing national goal. This approach requires a unified and concerted effort on the profession's part to systematically study and disseminate effective teaching practice to promote foreign language proficiency. (MSE)

ED 336 990

FL 019 567

Garretton, Maria Teresa Medley, Frank W., Jr.

Developmental Stages in Functional Language Proficiency.

Pub Date—86

Note—22p.; In: "Perspectives on Proficiency: Curriculum & Instruction. Dimension: Language '84-'85." (see FL 019 565), p9-29.

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Cognitive Development, *Developmental Stages, Intellectual Development, *Language Proficiency, Linguistic Theory, Piagetian Theory, Second Language Instruction, Second Language Learning

Identifiers—Bruner (Jerome S), Perry (William G Jr), Vygotsky (Lev S)

A discussion of functional language proficiency considers several widely-accepted theories of cognition, draws parallels between specific stages of intellectual maturity and development of second language proficiency, and suggests ways in which teachers may be able to help students progress from one stage to another within the context of foreign language instruction. The work of Lev Vygotsky linking linguistic and cognitive development is first outlined, and William G. Perry, Jr.'s study of adolescent and young adult development is examined. Piagetian theory concerning child and adolescent development in the context of education is also summarized, with descriptions of the four broad periods of intellectual development. Subsequent work by Bruner and others on the development of language together with cognition is reviewed. Suggestions for classroom application of these concepts focus on provision of a second language learning context as similar as possible to that of native language.

guage learning, with maximum exposure without immediate demands for production. The teacher should act as an interested and sympathetic interlocutor, not placing too many demands on the student. Emphasis on message and form must be balanced. A 17-item bibliography is included. (MSE)

ED 336 991 FL 019 568

Armstrong, Gregory K.

Cultural Understanding, Oral Proficiency, and Study Abroad: Getting It All Together.

Pub Date—86

Note—8p; In: "Perspectives on Proficiency: Curriculum & Instruction. Dimension: Language '84-'85." (see FL 019 565), p31-37.

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Cultural Awareness, Degree Requirements, High Achievement, Higher Education, *Honors Curriculum, *Language Proficiency, *Oral Language, Program Descriptions, Program Development, Program Effectiveness, *Second Language Instruction, Student Recruitment, *Study Abroad, Summer Programs Identifiers—*ACTFL Proficiency Guidelines, *University of Arkansas Little Rock

The University of Arkansas at Little Rock Scholars Program is an honors curriculum for outstanding students. Based on the rationale that overseas language study in an appropriate cultural setting can be an exciting and efficient way to acquire cultural understanding and language proficiency in general, and oral fluency in particular, the new program combines a summer of language study abroad with an oral proficiency requirement, satisfied when students reach Intermediate-Mid proficiency on the American Council on the Teaching of Foreign Languages/Educational Testing Service (ACTFL/ETS) rating scale. The program is a cooperative cross-faculty effort designed to attract talented in-state students who might otherwise be lured to out-of-state schools. Twenty freshmen began the program in 1984. Problems and concerns in program development and implementation included advising errors, loss of eligible students, and the need to use an oral interview test. Returning scholars were tested by certified raters during a proficiency testing workshop held on campus. Of the 12 students tested, four were rated Intermediate-Mid or higher. Two must be retested. Improvements are being made in the program for current and future cohorts. A brief bibliography is included. (MSE)

ED 336 992 FL 019 569

Hansen, Carolyn L.

Developing Functional Proficiency in Writing.

Pub Date—86

Note—12p; In: "Perspectives on Proficiency: Curriculum & Instruction. Dimension: Language '84-'85." (see FL 019 565), p39-49.

Pub Type—Reports - Descriptive (141) — Guides - Classroom - Teacher (052) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Class Activities, Classroom Techniques, Curriculum Design, Difficulty Level, Grading, Higher Education, High Schools, *Language Proficiency, *Second Language Instruction, *Writing Exercises, *Writing Instruction Identifiers—*ACTFL Proficiency Guidelines

Development of oral foreign language proficiency in high school and college instruction is complemented by well-designed writing exercises integrating all skills and providing contact with various language forms. A series of short, text-adaptable, proficiency-based writing activities reinforcing aural, oral, and reading skills throughout the basic course levels can be adopted easily. The American Council on the Teaching of Foreign Languages (ACTFL) Provisional Proficiency Guidelines can help organize writing activities. Development of writing must follow a sequence like that of speaking, including time to practice the language in a variety of ways. Most first-year activities can be based on dialogue, beginning with manipulation of lexical items and leading to more creative language use and varied activities. In the second year, activities related to solidification of basic accuracy in grammar and spelling are useful and paragraph structure can be approached. During the third year and beyond, high school and college courses will differ in orientation, but in general students will be learning to express and defend opinions, produce cohesive narration and personal correspondence, and control

less-structured grammar. Most writing activities can be adapted to most difficulty levels. Grading can be difficult, but immediate feedback is essential. A brief bibliography is included. (MSE)

ED 336 993 FL 019 570

Mosher, Arthur Resch, Margit

The Proficiency-Based German Class: Experiences and Perspectives.

Pub Date—86

Note—23p; In: "Perspectives on Proficiency: Curriculum & Instruction. Dimension: Language '84-'85." (see FL 019 565), p51-72.

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*College Second Language Programs, *Competency Based Education, Course Descriptions, *Curriculum Design, *Educational Objectives, Educational Strategies, *German, Higher Education, Instructional Effectiveness, Intensive Language Courses, *Language Proficiency, Language Tests, Second Language Instruction

The demand for an improved international dimension in American education is a move in the right direction, and American Council on the Teaching of Foreign Languages (ACTFL) and Educational Testing Service efforts in defining foreign language proficiency guidelines and developing a reliable mechanism for testing oral proficiency have resulted in valuable tools for language teaching. The Oral Proficiency Interview is an accurate measure of ability and a demanding exercise for the examiner. However, the test and guidelines provide evaluative tools, not a curriculum. An examination of standard university language activities and textbooks reveals strengths and weaknesses for a proficiency-oriented teaching approach. After several attempts to inject some proficiency-oriented ingredients into a traditional college German curriculum, an intensive course designed from scratch and following the proficiency guidelines has been most effective in moving students toward proficiency, as illustrated in conversations with the highest and the most modest achievers in the class. Goals for the first four semesters of German instruction and a course outline are appended and an 11-item bibliography is included. (MSE)

ED 336 994 FL 019 571

LaFleur, Richard A.

The Study of Latin in American Schools: Success and Crisis.

Pub Date—86

Note—11p; In: "Perspectives on Proficiency: Curriculum & Instruction. Dimension: Language '84-'85." (see FL 019 565), p73-82.

Pub Type—Reports - Evaluative (142) — Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Enrollment Trends, Higher Education, High Schools, *Language Proficiency, *Latin, Second Language Instruction, *Teacher Supply and Demand

Fluctuations in interest and enrollment in the study of Latin in the United States have led many to believe that the language was in permanent decline. However, in the last decade the public has become more aware of the need for language instruction, and high school Latin enrollments have risen dramatically since 1976. There is a shortage of teachers. In general, growth in college Latin enrollments has not paralleled that in high schools, and teachers are not being trained to meet the demand. Some schools must choose between no Latin program and a mediocre program taught by an unqualified teacher. However, a new National Endowment for the Humanities program is devoted to training high school Latin teachers. Response has been encouraging. Greater attention must be given by college and university classicists to teacher preparation as part of their professional responsibility. A table of high school and college Latin and college Greek enrollments and related professional association memberships is appended. (MSE)

ED 336 995 FL 019 572

Duncan, Gregory W.

Foreign Language and International Studies: Past, Present, and Future.

Pub Date—86

Note—7p; In: "Perspectives on Proficiency: Curriculum & Instruction. Dimension: Language '84-'85." (see FL 019 565), p83-88.

Pub Type—Opinion Papers (120) — Reports - Evaluative (142) — Speeches/Meeting Papers

(150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Educational Benefits, Educational History, Educational Objectives, Elementary Secondary Education, Futures (of Society), *International Studies, *Language Proficiency, Second Language Instruction, *Second Language Learning

In the first half of this century, language learning was considered essential in an individual's education, and language study was seen as improving native language comprehension and use, promoting higher levels skill development, and developing discipline. At the time, the training offered, generally in passive language skills, was appropriate for current needs. Today's world has a different alignment of power, military, social, and economic. Technological and communication advances now promote greater international interaction, and foreign language skills must be complemented with international knowledge. The United States has refused to acknowledge these changes and ignored the effects on international trade where other countries have taken concrete action. The school curriculum shows why the United States is not currently competitive. The future belongs to those countries that have technological knowledge, business acumen, and language and cultural skills. Every student in the country should be exposed to foreign languages and international studies at some level. Foreign language instruction should emphasize aural and oral skills first, and incorporate target culture awareness. International studies should be woven throughout the elementary and secondary school social studies curriculum. Such action would promote a highly knowledgeable citizenry. (MSE)

ED 336 996 FL 019 573

Valdes, Gabriel M.

Curriculum Framework for Foreign Language Education in the State of Florida.

Pub Date—86

Note—13p; In: "Perspectives on Proficiency: Curriculum & Instruction. Dimension: Language '84-'85." (see FL 019 565), p89-100.

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Behavioral Objectives, Class Activities, Course Content, *Curriculum Design, *Curriculum Guides, Educational Objectives, Elementary Secondary Education, Enrollment Trends, *Language Proficiency, Program Development, Records (Forms), *Second Language Instruction, State Legislation, *Statewide Planning Identifiers—*Florida

Florida is experiencing a renaissance in foreign language study through more substantial curriculum and admission and graduation requirements in secondary and higher education. The increase has resulted in a critical shortage of foreign language teachers, to which the state has responded with a program of incentives, financial aid, and rigorous summer training institutes. At the same time, because of centralized program coordination, the foreign language curriculum has become more consistent throughout the state. The legislature has created principles to guide the development, maintenance, and review of curriculum frameworks and student performance standards. The curriculum frameworks must be based on current research, recognized education concepts, and statutory and regulatory requirements. Each framework consists of major concepts and four subsections: content, laboratory activities, special notes, and intended outcomes. Performance standards are broad statements of competencies, to be developed further in the school district. Development and approval of the frameworks required two years and the work of four regional committees. The process ensured broad input into curriculum development, and annual revision allows for changes as needed. Further teacher training is now needed. Curriculum framework and student performance standards forms are appended. (MSE)

ED 336 997 FL 019 574

Fryer, T. Bruce

Proficiency-Guided Business Units in High School Foreign Language Classes.

Pub Date—86

Note—10p; In: "Perspectives on Proficiency: Curriculum & Instruction. Dimension: Language '84-'85." (see FL 019 565), p101-109.

Pub Type—Reports - Evaluative (142) — Guides - Classroom - Teacher (052) — Speeches/Meeting

Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Business Communication, *Business Education, Classroom Techniques, Course Organization, High Schools, *Inservice Teacher Education, Instructional Materials, *Language Proficiency, *Relevance (Education), Second Language Instruction, *Second Language Learning, Vocabulary Development

Business terminology should be included in foreign language instruction because of: (1) the need to be able to operate in an international business arena; (2) an increasingly linguistically diverse population; (3) real-world communication needs; and (4) business transactions being part of daily living. Language instruction must be made more relevant to secondary school students, and business-related language functions can provide the reinforcement of language skills needed to move students up the proficiency scale. Introduction of business and economic terminology is best accomplished through units, not specialized courses, at this level. Teachers must become more knowledgeable about this terminology in order to teach it, and inservice training is available in a variety of forms. Techniques used in economics, such as the case study, may be useful in the second language classroom. Instructional materials taking this approach are currently available for direct use or adaptation by the teacher. A 28-item bibliography is included. (MSE)

ED 336 998

FL 019 575

Walker, Laura J.

A Commercial Spanish Sequence at the Post-Secondary Level: Objectives, Curriculum, and Resources.

Pub Date—86

Note—6p; In: "Perspectives on Proficiency: Curriculum & Instruction. Dimension: Language '84-'85." (see FL 019 565). p111-115.

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Business Administration Education, *Business Communication, Curriculum Design, Educational Objectives, Higher Education, Instructional Materials, *Language Proficiency, Program Descriptions, Program Development, Second Language Instruction, *Spanish

Identifiers—*University of Southwestern Louisiana

The University of Southwestern Louisiana initiated a commercial Spanish curriculum to serve the growing number of students in the business school. Two major factors were considered: (1) most business students had only taken language classes as electives and were concerned about the career relevance of those courses, and (2) language courses had to fit into the existing degree plan. The first course offered was advertised by brochure in the business school and attracted the largest enrollment for any 300-level Spanish course in the department. The commercial language course track is coordinated with the literary track in both lower- and upper-level Spanish courses. Students are encouraged to prepare for two Madrid (Spain) chamber of commerce language examinations. Performance objectives for the courses include skills in business correspondence, document translation, report writing, and business-related discussion. Textbooks are supplemented with current business news, correspondence, and other business papers. Course focus is on language, especially aspects appropriate for commercial professions, not on commerce itself. Cultural awareness is an important element in the curriculum. A list of useful sources for commercial Spanish texts and other instructional materials is provided. (MSE)

ED 336 999

FL 019 576

Saylor, Lucinda L.

The Ultimate Curriculum Guide Outline: From Philosophy to Test Items.

Pub Date—86

Note—11p; In: "Perspectives on Proficiency: Curriculum & Instruction. Dimension: Language '84-'85." (see FL 019 565). p117-126.

Pub Type—Guides - Classroom - Teacher (052) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Behavioral Objectives, *Course Content, *Course Organization, *Curriculum Design, Educational Objectives, Educational Philosophy, Elementary Secondary Education, *Interdisciplinary Approach, *Language Proficiency, Program Descriptions, Second Language Instruction, Test Items

Identifiers—*Richland School District 1 SC

The curriculum guide outline (CGO) developed for the Richland School District One (Columbia, South Carolina) represents a structured effort to coordinate the curriculum across disciplines. The CGO is an outline that guides the total curriculum content of a course and states the level of mastery acceptable for course credit. It has five components in increasing order of specificity and measurability: philosophy, goals, objectives, performance indicators, and test items. From a broad statement of belief (philosophy) to a specific test item that measures mastery of one small element, the CGO provides the total package for curriculum development. The philosophy is a general statement of belief. Course goals are four or five non-measurable statements of content and belief. Objectives state what the student should do and provide the basis by which student output is measured. They focus on achievement. Performance indicators specify exactly what skills students are expected to perform to master an objective. Each minimum performance indicator is linked to at least four test items, three for the interim test and one for the post-test. This approach eliminates the guesswork in deciding if a student has really mastered the course basics. (MSE)

ED 337 000

FL 019 577

Bradley, C. Lee

Targeting the Target Language: A Teacher Reflects.

Pub Date—86

Note—5p; In: "Perspectives on Proficiency: Curriculum & Instruction. Dimension: Language '84-'85." (see FL 019 565). p127-130.

Pub Type—Reports - Evaluative (142) — Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Educational Objectives, *Educational Philosophy, Elementary Secondary Education, Higher Education, *Language Proficiency, *Relevance (Education), *Second Language Instruction

The language teaching profession should avoid discussing reasons to study a foreign language because the tendency is to invent shallow reasons. The deeper reasons for offering a language are derived from a general appreciation of the value of culture and education. Those are the lures that attracted teachers to the profession in the first place. Outlooks are limited by the perspectives expressed in any given language, and outlooks are correspondingly broadened by the additional perspectives offered by more than one language. The ultimate objective is to help students learn to succeed in communicating their ideas. It is a disservice to students to subject them to old teaching methods. Rather, teachers are obliged to make sure students learn well and find pleasure in the academic process. The cultural realities reflected in language are more important to learn than a series of linguistic exercises. (MSE)

ED 337 001

FL 019 578

Gahala, Estelle M.

Increasing Student Participation in the Foreign Language Class.

Pub Date—86

Note—13p; In: "Perspectives on Proficiency: Curriculum & Instruction. Dimension: Language '84-'85." (see FL 019 565). p131-142.

Pub Type—Guides - Classroom - Teacher (052) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Class Activities, *Classroom Communication, *Classroom Environment, Classroom Techniques, Elementary Secondary Education, Games, Grouping (Instructional Purposes), Higher Education, Interaction, Language of Instruction, *Language Proficiency, *Language Role, *Second Language Instruction, *Student Participation, Teacher Behavior, Teacher Expectations of Students

Producing a high level of student involvement in the foreign language classroom depends on four common elements under the teacher's control: (1) teacher expectations and their modeling in class; (2) classroom atmosphere; (3) instructional formats; and (4) teaching activities. Students are more consistently involved in using the target language in classes where the teacher expects the target language to be the dominant if not sole means of communication from the first day of class. It is the teacher's responsibility to model behaviors expected of students. Classroom participation is a pub-

lic performance in which each student risks embarrassment and failure. Developing a low-stress environment while keeping students on task and aware is difficult, but can be aided by positive reinforcement. Research indicates that the smaller the group of students working together, the more teacher-student interaction is exhibited. Thus, while there is a place for large-group instruction, paired student activities, which reduce the number of human variables the speaker copes with, offer optimal language use. Class activities that require little preparation and can be used spontaneously are often preferred, and some activities have been found to promote active student involvement consistently. (MSE)

ED 337 002

FL 019 579

Bryan, Lynne B.

Making Language Study Real: Skill Development with Authentic Language Samples.

Pub Date—86

Note—11p; In: "Perspectives on Proficiency: Curriculum & Instruction. Dimension: Language '84-'85." (see FL 019 565). p143-152.

Pub Type—Guides - Classroom - Teacher (052) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Audiotape Recordings, Childrens Literature, Classroom Techniques, Elementary Secondary Education, Foreign Language Books, Higher Education, *Instructional Materials, *Language Proficiency, Language Skills, *Media Selection, *Native Speakers, *Realia, *Relevance (Education), Second Language Instruction, Skill Development

Identifiers—*Authentic Materials

The use of language for real communication is of primary importance in bringing a foreign language to life for students. Native speakers can make a class come alive, and teachers should explore the possibilities for bringing exchange students and teachers into the school. Realia and foreign language children's books are also interesting to students. Authentic audio materials in particular can be used to enhance listening skills at all levels, if only to help students at the elementary level recognize what the language sounds like in normal use. In integrating authentic materials into an instructional format, it is first necessary to find out student skills and interests in order to specify objectives. Next, suitable material must be identified and its use determined. Outcomes must also be described. Increasingly, authentic audio materials are becoming generally available, and material presented aurally in a content area can also be used for language instruction. A 30-item bibliography is included. (MSE)

ED 337 003

FL 019 580

Lynch, Monika

Trivial Pursuit in the Foreign Language Classroom.

Pub Date—86

Note—6p; In: "Perspectives on Proficiency: Curriculum & Instruction. Dimension: Language '84-'85." (see FL 019 565). p153-157.

Pub Type—Guides - Classroom - Teacher (052) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Class Activities, Classroom Techniques, Difficulty Level, *Games, Higher Education, Instructional Materials, Material Development, *Second Language Instruction

Identifiers—*Trivial Pursuit

Trivial Pursuit is a fascinating and popular game most students are familiar with in English. Most are also eager to play it in a foreign language, with the result that inhibitions about speaking are reduced or eliminated and many structures are used. The game is available in German, French, Italian, and Spanish. Some questions about Anglo-American culture have been replaced by items concerning target language cultures. The game works best with advanced classes, but teachers can develop versions of the game appropriate for students with lower levels of proficiency. To ensure student success, the teacher must set clear goals, preview needed vocabulary, and make the rules explicit. While students play, the teacher can compile new vocabulary lists and promote discussions about intriguing questions. Follow-up content and vocabulary quizzes also can be used. The second half of the term is the best time for introducing the game because the teacher knows student abilities and compatibility, and students are more comfortable with each other. Imaginative students are a good source of ideas for expanding the game. Trivial Pursuit can be used to meet a variety of basic objectives: intellectual stimulation, generation of spontaneous dialogue, expansion of vocabu-

lary, valuable and current cultural information, and active oral language use. (MSE)

ED 337 004 FL 019 581

Gartman, Max D.

Reversing the Role of the Foreign Language Lab: From Practice to Presentation.

Pub Date—86

Note—10p.; In: "Perspectives on Proficiency: Curriculum & Instruction. Dimension: Language '84-'85." (see FL 019 565). p159-167.

Pub Type—Reports - Evaluative (142) — Guides - Classroom - Teacher (052) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Classroom Techniques, College Second Language Programs, Higher Education, *Laboratory Procedures, *Language Laboratories, Language Proficiency, Second Language Instruction

Identifiers—*University of North Alabama

A change in language laboratory use at the University of North Alabama has given new meaning to the lab requirement and role. While developing a language program, the developer reviewed the language lab's traditional role and found a mixed history with many negative aspects. Personal experience also revealed problems, including: students and teacher never seem to have enough time in class; explanations of procedures are often frustrating for students; a cassette recorder can be as effective as use of the lab; the materials available are sometimes inappropriate; there is little time for students to play back their own recordings; and person-to-person practice makes more sense. As a result, the lab's traditional role has been reversed at the university. It is used for presenting the lesson, and classroom time is used for practice. In the lab, a three-step procedure is used: (1) an upper-level student plays the commercially-produced tapes; (2) a teacher-prepared tape presents the lesson, using classroom-style language; and (3) the student assistant asks if he may help with pronunciation or provide clarification. The tapes and method are currently being refined. A 17-item bibliography is included. (MSE)

ED 337 005 FL 019 582

Morris, D. Hampton

The Computer in the Foreign Language Classroom:

"Mogwai" or Gremlin?

Pub Date—86

Note—6p.; In: "Perspectives on Proficiency: Curriculum & Instruction. Dimension: Language '84-'85." (see FL 019 565). p169-173.

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Computer Assisted Instruction, *Computer Oriented Programs, French, Higher Education, *Language Proficiency, *Second Language Instruction

Identifiers—*Auburn University AL

The role of the computer in the classroom can range from "toy" to be used when boredom sets in to mechanical monster that monopolizes precious classroom time with little residual benefit. However, a middle ground exists. At Auburn University (Alabama), the computer is used in an intermediate French course to complement rather than replace personal interactive instruction. Due to the lack of available high-quality and text-compatible software, the teacher, previously uninterested in computer use, used basic programming skills to write sets of exercises and drills with appropriate prompts, feedback, and other usual software elements. After some experimentation, a system was developed wherein students could go to the computers at a convenient time for them, check out a prepared diskette, and do the exercises. The exercises were used only after regular teacher presentation of the materials in class. Student response has been positive, and some students have found that in a more advanced class they perform best on material they have practiced previously on the computer. Experimenting with computer use can be instructionally effective and be a balance to the less interesting tasks of class administration. (MSE)

ED 337 006 FL 019 583

Fryer, T. Bruce Medley, Frank W., Jr.

Planning for Proficiency. Dimension: Language '86. Report of the Southern Conference on Language Teaching (1986).

Southern Conference on Language Teaching, Atlanta, Ga.

RIE FEB 1992

Pub Date—87

Note—123p.; For individual papers, see FL 019 584-594.

Pub Type—Collected Works - Proceedings (021)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Brain Hemisphere Functions, Classroom Techniques, Curriculum Design, *Curriculum Development, Educational Change, Elementary Secondary Education, French, Higher Education, *Language Proficiency, Language Teachers, Listening Skills, Literature Appreciation, Oral Language, Phonetics, Pronunciation Instruction, Reading Instruction, Retention (Psychology), Second Language Instruction, *Second Language Learning, *Second Language Programs, Statewide Planning, Writing Exercises

Identifiers—Florida, Grimm (Jacob), Grimm (Wilhelm)

Selected papers from the 1986 Southern Conference on Language Teaching on instruction for language proficiency are presented: "The Foreign Language Teacher: Confronting an Ever-Changing Profession" (Robert Di Donato); "Restructuring a Traditional Foreign Language Program for Oral Proficiency" (Filisha Camara-Norman, James Davis, Karen Smyle Wallace); "Brothers Grimm Bicentennial: Blueprint for a Community Celebration" (Sigrid Scholtz Novak); "Florida: State of the Foreign Language Arts" (Gabriel M. Valdes); "Planning and Teaching for Listening Proficiency" (Mary Harris, Jean Jendrzewski); "Early Foreign Language Reading" (Douglas R. Magrath); "Memory Hooks: Clues for Language Retention" (Leslie Stickels, Marsha Schwartz); "Purpose Produces Proficiency: Writing-Based Projects for an Integrated Curriculum" (Linda S. Evans); "Phonetics, the Basis for all Levels of Proficiency in French Pronunciation" (Dorothy M. DiOrio); "Implications of Brain Hemisphere Research for Second Language Teaching and Learning" (Ernest A. Frechette); and "Listening Skills Development Through Massive Comprehensible Input" (Theodore B. Kalivoda). (MSE)

ED 337 007 FL 019 584

Di Donato, Robert

The Foreign Language Teacher: Confronting an Ever-Changing Profession.

Pub Date—87

Note—11p.; In: Planning for Proficiency. Dimension: Language '86. Report of the Southern Conference on Language Teaching, p1-10, 1987; see FL 019 583.

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Educational Change, Elementary Secondary Education, *Language Proficiency, *Language Teachers, Second Language Instruction, Second Language Learning, *Teacher Attitudes, *Teacher Role, *Vocational Adjustment

Identifiers—*Authentic Materials

The rapid changes occurring in foreign language teaching in recent years present substantial challenges for language teachers. While they welcome new methods, techniques, and approaches, they are confronted with sometimes conflicting needs and external pressures. Language teachers are actively involved in improving both their own training and the image of foreign languages. Current scrutiny of the teaching profession as a whole is even more intense for the language teaching profession, and a proliferation of new methods, techniques, and approaches has produced mixed results. Insecurity regarding instructional techniques has resulted, but clinging to traditional techniques will not be pedagogically successful. Teachers must adopt an internal mechanism to guide them through innovations and enable them to choose what is appropriate for their instructional situation. Teachers need to incorporate practical results of research into their teaching, but also not neglect intuition in formulating methods and practices. Motivation studies indicate that functional language use is the objective of most foreign language learners. This implies a rethinking of traditional approaches and sequencing of textbook materials, and supports increased use of authentic materials. Language teachers need to develop an attitude of reflection on their own teaching, which will manifest itself in renewed self-assurance, confidence, and awareness. (MSE)

ED 337 008 FL 019 585

Camara-Norman, Filisha And Others

Restructuring a Traditional Foreign Language Pro-

gram for Oral Proficiency.

Pub Date—87

Note—12p.; In: Planning for Proficiency. Dimension: Language '86. Report of the Southern Conference on Language Teaching, p11-21, 1987; see FL 019 583.

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Change Strategies, Classroom Techniques, *College Second Language Programs, *Curriculum Development, Educational Change, Educational Objectives, Educational Strategies, Higher Education, *Language Proficiency, Language Tests, *Oral Language, *Second Language Instruction, Second Language Learning, Testing

Identifiers—ACTFL Proficiency Guidelines, *Howard University DC

The restructuring of the Romance language program at Howard University to improve oral proficiency involved modification of goals, syllabi, classroom activities, and testing. Goals were adapted to American Council on the Teaching of Foreign Languages (ACTFL)/Educational Testing Service (ETS) guidelines for oral proficiency. Assessment of French and Spanish programs led to revision of the syllabi and activities descriptions for each level. Success of the restructuring process has required teacher cooperation and support, and a workshop for familiarization with the goals and techniques of teaching and testing for oral proficiency. A preliminary diagnostic review is administered to students at each semester's beginning, with results guiding class activity planning. Vocabulary use in context is stressed. Language laboratory use is required at levels 1 and 2, and students are encouraged to attend a free listening laboratory. Opportunities for students to make class presentations are substantial, and role-playing is a popular activity. Teachers are encouraged to build personal libraries of listening materials and visual aids. Midterm and final testing is by interview using ACTFL/ETS guidelines and strategies. Listening comprehension tests and quizzes are also used. Point and percentage systems have been adapted for evaluation. A brief bibliography is included. (MSE)

ED 337 009 FL 019 586

Novak, Sigrid Scholtz

Brothers Grimm Bicentennial: Blueprint for a Community Celebration.

Pub Date—87

Note—7p.; In: Planning for Proficiency. Dimension: Language '86. Report of the Southern Conference on Language Teaching, p23-28, 1987; see FL 019 583.

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Childrens Literature, *Community Programs, Elementary Secondary Education, *Fairy Tales, *German, Higher Education, Language Proficiency, *Literature Appreciation, Second Language Instruction

Identifiers—*Grimm (Jacob), *Grimm (Wilhelm), McNeese State University LA

Faculty at McNeese State University (Louisiana) and local civic, educational, and cultural groups encouraged their community to commemorate the anniversary of the births of Jacob and Wilhelm Grimm, German scholars who recorded fairy tales, myths, legends, and folk songs that are now an important part of the western world's cultural heritage, through a series of programs and performances. First, interested collaborators were located in the community and in national organizations. Brainstorming was used to identify potential projects, which then were accomplished separately. A newsletter for communication of involved individuals provided information exchange, moral support, and program momentum. Stories were written for the local media for publicity, enhancing coverage. Participants were given both public and individual recognition for project completion, and awards were given to main organizers. The main projects were: a successful school system-wide reading project organized by librarians, including a reading challenge and series of creative literature-based activities; German cultural activities in many schools; art projects involving professional artists and children of all ages; and public play productions. The celebration reached many segments of the community through creative and enjoyable activities, achieving more than its original goal, and will be expanded to other cultural topics in the future. (MSE)

ED 337 010 FL 019 587

Valdes, Gabriel M.

Florida: State of the Foreign Language Arts.

Pub Date—87

Note—12p; In: Planning for Proficiency. Dimension: Language '86. Report of the Southern Conference on Language Teaching, p29-39, 1987; see FL 019 583.

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, Admission Criteria, College Admission, Curriculum Development, Elementary Secondary Education, *Enrollment Trends, FLES, Graduation Requirements, Higher Education, International Studies, *Language Teachers, Postsecondary Education, Public Agencies, *Public Policy, Second Language Instruction, *Second Language Learning, Second Language Programs, State Legislation, *Statewide Planning, Student Financial Aid, Teacher Certification, Teacher Education, Teacher Retirement, Teacher Supply and Demand, Trend Analysis

Identifiers—*Florida

In Florida, foreign language teaching has consistently followed national trends. Currently, there is a renaissance in language study. Enrollment has increased dramatically at all educational levels, due to a mandated state university system entrance requirement and two programs, the Florida Academic Scholars Program and Foreign Languages in the Elementary Schools (FLES). The first of these programs recognizes and rewards outstanding high school graduates completing a rigorous program including two years of foreign language study. As enrollment has increased, the language curriculum has become more consistent throughout the state, and school districts have adopted student performance standards for each secondary academic program. Increased enrollment has also led to a teacher shortage, in response to which the legislature has established various programs, including the Critical Teacher Shortage Program, a tuition reimbursement program, repayment of educational loans for eligible teachers, a scholarship loan program for prospective teachers currently in college, and a master's degree fellowship loan program. Alternative certification, visiting scholars, rehiring of retired teachers as substitutes, and expansion of the state career information system also help provide teachers. Establishment of a state international education office and a statewide educational assessment project enhance program evaluation and design. (MSE)

ED 337 011 FL 019 588

Harris, Mary Jendrzewski, Jeanne

Planning and Teaching for Listening Proficiency.

Pub Date—87

Note—12p; In: Planning for Proficiency. Dimension: Language '86. Report of the Southern Conference on Language Teaching, p41-51, 1987; see FL 019 583.

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*College Second Language Programs, Curriculum Design, Elementary Secondary Education, French, Higher Education, *Laboratory Schools, *Language Proficiency, Language Skills, *Listening Comprehension, *Listening Skills, Program Descriptions, Program Design, Second Language Instruction, *Second Language Learning, Skill Development, Spanish

Identifiers—ACTFL Proficiency Guidelines, *Louisiana State University

At the Louisiana State University Laboratory School, the 4-year course sequences in French and Spanish use American Council on the Teaching of Foreign Languages (ACTFL) proficiency guidelines as a basis for planning for language skill development. In listening proficiency, the course sequence integrates teaching of listening skills with other language skills, followed by practice in listening, for both specific skill development and global understanding. For all listening activities, students should be required to do some speaking or writing in response, and should be prepared for responding. The curriculum sequence evolved in three stages: (1) high school years of study were coordinated with the ACTFL guidelines for listening, based on language functions designated for mastery; (2) course content at each level was reviewed for phonetic and structural content needed for listening skills; and (3) sequenced activities were structured for teaching

and practicing effective listening. The last stage involved division of instruction and practice activities into three categories (mechanical, contrived language practice, and unadapted native speech) and the amount of time to be devoted to each was determined. Sequential listening training enhances language proficiency and student confidence. Sources of Spanish and French materials and a brief bibliography are appended. (MSE)

ED 337 012 FL 019 589

Magrath, Douglas R.

Early Foreign Language Reading.

Pub Date—87

Note—13p; In: Planning for Proficiency. Dimension: Language '86. Report of the Southern Conference on Language Teaching, p53-64, 1987; see FL 019 583.

Pub Type—Guides - Classroom - Teacher (052) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Class Activities, *Language Proficiency, *Reading Instruction, Second Language Instruction, *Second Language Learning, Student Developed Materials, *Teacher Developed Materials

Second language reading is a vital skill that aids the communication process. It provides language input and reinforces spoken language. Because the modern world is print-oriented, foreign language and English-as-a-Second-Language learners need to develop reading skills as rapidly as possible. Reading must be taught rather than acquired passively. Early reading instruction using target culture realia and computer-assisted instruction can enhance language exposure. Some obstacles to early introduction of a reading component exist, including lack of appropriate or interesting beginning-level materials and reliance on the language experience approach in which students write their own, often erroneous, materials. However, the creative teacher can generate useful texts and activities from materials at hand. Text passages should deal with the learners' immediate environment and everyday situations, with insight into the target culture. Campus and town activities are a good starting point. Texts should be supplemented with problems-solving activities that develop reading skills. After text reading and problem-solving, students can proceed to totally creative activities. Word recognition in unfamiliar alphabets must also be addressed, and aggressive intervention for various reading subskills (e.g., guessing from context, visual discrimination, eye movement, skimming, and scanning) is useful. A brief bibliography is included. (MSE)

ED 337 013 FL 019 590

Stickels, Leslie Schwartz, Marsha

Memory Hooks: Clues for Language Retention.

Pub Date—87

Note—10p; In: Planning for Proficiency. Dimension: Language '86. Report of the Southern Conference on Language Teaching, p65-73, 1987; see FL 019 583.

Pub Type—Guides - Classroom - Teacher (052) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adjectives, Classroom Techniques, High Schools, *Mnemonics, Negative Forms (Language), *Pronouns, Retention (Psychology), Second Language Instruction, Second Language Learning, *Spanish, Tenses (Grammar), *Verbs, *Vocabulary Development

Memory-assisting devices used in high school Spanish instruction are described, including strategies in many forms: visuals, sounds, rhythms, rhymes, and actions. Mnemonics for subjunctives include: a suffix "switching" procedure; a word ("dishes") to remind them of the six verbs not using the first person to form the present subjunctive; a cheerleading activity to retain past subjunctive forms; a word ("wedding") for remembering the functions of verbs and impersonal expressions determining subjunctive use in noun clauses; and three categories with adverbial conjunctions, each with a mnemonic acronym. The formation of conjugations of stem-changing verbs is illustrated with a shoe- or L-shaped box. Uses of "ser" and "estar" are remembered with a brief saying. Perfect tenses are illustrated in several simple ways. The distinctions between preterite and imperfect forms also uses a mnemonic acronym. Negatives are taught using silly sayings, and object pronouns are illustrated with song and dance and another acronym. For demonstrative adjectives, a rhyme is used, and silly phrases assist with vocabulary retention. The de-

vices have been found to be effective tools for language learning and for adding humor to the class. (MSE)

ED 337 014 FL 019 591

Evans, Linda S.

Purpose Produces Proficiency: Writing-Based Projects for an Integrated Curriculum.

Pub Date—87

Note—9p; In: Planning for Proficiency. Dimension: Language '86. Report of the Southern Conference on Language Teaching, p75-82, 1987; see FL 019 583.

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Class Activities, Culture Conflict, *English (Second Language), Higher Education, Interviews, Job Search Methods, *Language Proficiency, *Language Skills, Mass Media, News Reporting, Second Language Instruction, Second Language Learning, Simulation, Skill Development, *Student Projects, *Writing Exercises

Identifiers—*University of South Florida

A survey of students of English as a Second Language at the University of South Florida found most ranked listening and/or speaking skills as most important to learn, and reading and writing skills much lower. They also perceived the inverse to be true of teachers. The challenge is to create a curriculum that provides for listening and speaking while motivating students to read and to enjoy writing. Several activities were developed to provide a purpose for using all language skills and minimizing the need to have separate lessons for each. The first is a writing project on culture shock, adapted from one used at another university. It has ten steps including discussion of the concept, preparation of questions, interviews with foreign students, group compilation of results, and creation of a publication. The second project consists of two reports designed to get students to read a newspaper or listen to the news. The reports focus on a news item and a person in the news, and incorporate both summary and commentary. A more complex project is a simulation of job-hunting, involving the teacher's creation of an imaginary company, writing of resumes and cover letters, applicant interviews, and notification of results. (MSE)

ED 337 015 FL 019 592

DiOrto, Dorothy M.

Phonetics, the Basis for All Levels of Proficiency in French Pronunciation.

Pub Date—87

Note—13p; In: Planning for Proficiency. Dimension: Language '86. Report of the Southern Conference on Language Teaching, p83-94, 1987; see FL 019 583.

Pub Type—Guides - Non-Classroom (055) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Classroom Techniques, *French, Graduate Study, Higher Education, Instructional Materials, Language Proficiency, Music Education, *Phonetics, *Phonetic Transcription, *Pronunciation Instruction, Second Language Instruction, Second Language Learning, Undergraduate Study, Vocal Music

French teachers need to realize and convince their supervisors that more time must be given to development of acceptable pronunciation and comprehension skills in the initial stages of French language study. Phonetics offers the technique and tools for perfecting pronunciation. The method for college French instruction described is adapted from that used successfully to teach singers the correct pronunciation for a variety of languages. First, ear training is presented using 37 basic phonetic symbols drilled in sentences. A chart (appended) prepared for use at three undergraduate and graduate levels of French phonetics and diction is then distributed and elements of articulation are discussed. Errors are avoided best if pronunciation instruction begins with the first class. A variety of texts, intended for either language or vocal instruction and offering a variety of techniques, are available. (MSE)

ED 337 016 FL 019 593

Fréchette, Ernest A.

Implications of Brain Hemisphere Research for Second Language Teaching and Learning.

Pub Date—87

Note—16p; In: Planning for Proficiency. Dimension: Language '86. Report of the Southern Conference on Language Teaching, p95-110, 1987; see FL 019 583.

ference on Language Teaching, p95-109, 1987; see FL 019 583.

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Age Differences, *Language Processing, *Language Proficiency, *Neurological Organization, Second Language Instruction, *Second Language Learning

Research on brain hemisphere functions appears to indicate that (1) lateralization occurs from about age five to puberty; (2) both hemispheres are involved in language learning in ways not yet fully understood; (3) after age fifteen, pronunciation learning becomes difficult; (4) older language learners learn more quickly, but younger learners reach the same proficiency level; and (5) each hemisphere does a different job. Scientists generally agree that the left hemisphere controls language in about 95% of right-handed and two-thirds of left-handed people. There is much speculation as to each hemisphere's specialty, and while their functions differ, both use high-level cognitive modes. There is a close working relationship between the hemispheres. Perhaps too much time has been spent trying to identify students' lateral dominance. What's more important is to become aware of the right brain's capability and respect intuition and nonverbal thinking more. Some language teaching techniques do this. Right-brain stimulation will reinforce learning and enhance student experience. The brain's information-processing capacity can be improved through enriched environments, good health habits, and mental challenges. These research findings have implications for revision of language teaching and learning, curriculum, textbooks, and materials. A 52-item bibliography is included. (MSE)

ED 337 017 FL 019 594
Kalivoda, Theodore B.

Listening Skill Development through Massive Comprehensible Input.

Pub Date—87

Note—7p; In: Planning for Proficiency. Dimension: Language '86. Report of the Southern Conference on Language Teaching, p111-116, 1987; see FL 019 583.

Pub Type—Guides - Classroom - Teacher (052) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Classroom Communication, Classroom Techniques, Curriculum Design, Educational Strategies, Elementary Secondary Education, Instructional Materials, *Language Proficiency, *Language Styles, *Listening Skills, *Second Language Instruction, Second Language Learning, Skill Development, *Teacher Behavior, Teacher Developed Materials

Foreign language listening comprehension instruction too often relies on brief selections read aloud or sporadic teacher talk interspersed with native language (NL) utterances, which fail to provide sustained listening practice. NL is overused for grammar-related talk, reducing target language exposure, encouraging translation, and hindering thought in the target language. In providing input, the teacher should design content built around "caretaker speech" characteristic of mother language. Caretaker speech offers both linguistic and extralinguistic support. Linguistic support consists of a variety of verbal manipulations, including simple vocabulary, simple syntax, repetitions, short utterances, pronoun restriction, exaggerated spacing, slowed speech, exaggerated intonation, and sentence break-up. Extralinguistic supports involve such elements as motor activity, concrete objects, realia, the chalkboard, and dramatization. A classroom presentation about a wallet illustrates the use of these supports to make the content completely comprehensible. Teachers can design materials to supplement or use apart from the text by using and expanding on a base topic. If teachers are to develop an atmosphere for second language talk, they should establish a time for its exclusive use followed by a time for exclusive NL use. Planned input can be reinforced by spontaneous communicative talk in the classroom. (MSE)

ED 337 018 FL 019 601
Violand-Sanchez, Emma And Others

Fostering Home-School Cooperation: Involving Language Minority Families as Partners in Education.

National Clearinghouse for Bilingual Education, Washington, DC.

Spons Agency—Office of Bilingual Education and

RIE FEB 1992

Minority Languages Affairs (ED), Washington, DC.

Report No.—NCBE-6

Pub Date—91

Contract—289004001

Note—27p

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Advisory Committees, Bilingualism, Elementary Education, *English (Second Language), Family Programs, *Limited English Speaking, *Minority Group Children, Models, *Outreach Programs, *Parent Participation, *Parent School Relationship, Program Descriptions, Public Schools, School Community Relationship, Second Language Instruction, Staff Role

Identifiers—*Arlington Public Schools VA

Information is presented about parent involvement in general and, specifically, about practical strategies for developing partnerships with language minority parents. A framework is provided for fostering cooperation between home and school, given the special factors that should be considered as non-native English speaking families become more familiar with their new communities. Experiences and approaches of the Arlington, Virginia, Public Schools are described. Factors that affect parental involvement are identified, including: length of U.S. residence, English language proficiency, availability of support groups and bilingual staff, and prior experience. Components of a model program are discussed in terms of (1) a district-level response; and (2) school-based initiatives. For the district level the discussion concerns the following topics: intake center, bilingual staff, long-range management plan, multicultural conference, staff development, staff networking, citizen advisory committees, leadership training for parents, native language resource materials for parents, and parent education projects. School-based initiatives are discussed in terms of: school/community events, bilingual staff, administrative support and leadership, family learning activities, parent education workshops and orientation, bilingual materials for parents, building advisory committees, parent/teacher meetings with interpreters, and special projects for science and math. Activities at Kate Waller Barrett Elementary School in Arlington County, Virginia, are reported. An outline for a parent workshop on reading is appended. Contains six references. (LB)

ED 337 019 FL 019 602

Hanbuk Tungkol sa Edukasyon sa California para sa mga Magulang na ang Wika ay Minorya = A Handbook on California Education for Language Minority Parents. Pilipino/English Edition.

California State Dept. of Education, Sacramento.

Report No.—ISBN-0-8011-0741-5

Pub Date—88

Note—70p.

Available from—Publications Sales, California State Department of Education, P.O. Box 271, Sacramento, CA 95802-0271 (\$3.25 plus sales tax for California residents)

Language—English; Tagalog

Pub Type—Guides - General (050) — Multilingual/Bilingual Materials (171)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Attendance, Bilingual Education, Curriculum Design, Elementary Secondary Education, *Filipino Americans, *Limited English Speaking, *Minority Group Children, *Parent Participation, *Parent School Relationship, Public Schools, Report Cards, School Community Relationship, Testing

Identifiers—*California, *Language Minorities

A bilingual handbook for parents of Pilipino children in California public schools is presented that emphasizes the important partnership between home and school. In a question-answer format, the contents cover the following topics: (1) enrollment and attendance, general information, transportation; (2) basic school program, curriculum; (3) grades, promotions, testing; (4) bilingual education, including a description of the "Home Language Survey"; (5) additional education programs and services such as advanced placement, alternative education, vocational education, adult education, and state subsidies; (6) parental involvement in the schools; and (7) structure of the public school system. (LB)

ED 337 020 FL 019 603

A Handbook on California Education for Language Minority Parents. Japanese/English Edition.

California State Dept. of Education, Sacramento.

Report No.—ISBN-0-8011-0743-1

Pub Date—89

Note—48p.

Available from—Publications Sales, California State Department of Education, P.O. Box 271, Sacramento, CA 95802-0271 (\$3.25 plus sales tax for California residents)

Language—Japanese; English

Pub Type—Guides - General (050) — Multilingual/Bilingual Materials (171)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Attendance, Bilingual Education, Curriculum Design, Elementary Secondary Education, Ethnic Groups, *Japanese Americans, *Limited English Speaking, *Minority Group Children, *Parent Participation, *Parent School Relationship, Public Schools, Report Cards, School Community Relationship, Testing

Identifiers—*California, *Language Minorities

A bilingual handbook for parents of Japanese children in California public schools is presented that emphasizes the important partnership between home and school. In a question-answer format, the handbook covers the following topics: (1) enrollment and attendance, general information, transportation; (2) basic school program, curriculum; (3) grades, promotions, testing; (4) bilingual education, including a description of the "Home Language Survey"; (5) additional education programs and services such as advanced placement, alternative education, vocational education, adult education, and state subsidies; (6) parental involvement in the schools; and (7) structure of the public school system. (LB)

ED 337 021 FL 019 618

Draper, Jamie B. Comp.

State Activities Update: Focus on the Teacher.

Joint National Committee for Languages, Washington, DC.

Pub Date—Dec 88

Note—18p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Comparative Analysis, Data Collection, Elementary Secondary Education, *Futures (of Society), *Language Teachers, *Second Language Instruction, State Action, *State Surveys, Teacher Recruitment, *Teacher Shortage, Trend Analysis

This report focuses on the extent of the foreign language teacher shortage, including avenues explored to curtail shortages and incentives for recruiting new teachers or for helping current teachers to maintain or improve their skills. Questionnaires were sent to foreign language supervisors in state education agencies of the 50 states and the District of Columbia (with a response rate of 84%). The most significant finding is that 55% of states reported that no data are kept on projected teacher supply and demand; much of the data collected are for the current academic year only, with few projections into the future. However, the following observations are made: 40% of respondents reported a teacher shortage at the elementary level and 48% at the secondary level, with teachers being hardest to find for rural areas and small school districts; overall, 69% of respondents expect a shortage by 1993; "alternate" certification appears to be the most common way of obtaining new teachers; recruitment incentives are offered in 26% of the states reporting and 21% are bringing teachers or teaching assistants from overseas; inservice opportunities are available through state or federal programs; and three states—North Carolina, Tennessee, and Virginia—are operating Governor's Language Academies for intensive language instruction. (LB)

ED 337 022 FL 019 642

McInnes, Marguerite M.

Using Bilingual Classification Exercises To Teach Inference to Spanish-Speaking High School Students.

Pub Date—[91]

Note—23p.

Pub Type—Reports - Descriptive (141) — Guides - General (050)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Bilingual Education Programs, *Classification, *English (Second Language), High Schools, High School Students, *Inferences, *Reading Comprehension, Schemata (Cognition), Second Language Instruction, Skill Development, *Spanish Speaking

Examples are given of how schema and classification skills, presented bilingually, can be used by classroom teachers to teach Spanish-speaking high school students how to infer the main idea of paragraphs in English. The instructional model is one in which the student learns to identify the main idea of a selection in a series of exercises that progress from simple categorization tasks to the complex task of identifying and then writing the implied main idea of a 70-word selection. The alternative bilingual approach is used, with more exercises gradually presented in English than in Spanish. Components include the following: classification of concrete objects; classification using pictures; and abstract classification (word, sentences, and paragraphs). Sample lessons are included. Contains 11 references. (Author/LB)

ED 337 023 FL 019 649

Baker, Victoria J.
National or Native Language? Options and Dilemmas Related to School Instruction Medium.
Pub Date—2 Dec 90
Note—16p.; Paper presented at the Annual Meeting of the American Anthropological Association (89th, New Orleans, LA, December 2, 1990).
Pub Type—Speeches/Meeting Papers (150)—Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Comparative Analysis, Cultural Context, Developing Nations, Elementary Secondary Education, Foreign Countries, *Language of Instruction, *Multicultural Education, *Native Language Instruction, *Power Structure, Regional Characteristics, *Second Language Instruction, *Social Influences, Teaching Methods
Identifiers—Senegal, Sri Lanka

The paper adds to the ongoing debate over whether education in multicultural societies should be provided in the native tongue of the children in the classrooms. Material is presented from two grassroots level village studies carried out in Senegal and Sri Lanka as a source of insiders' perceptions and desires. Comparative data from diverse countries are also used to attest to the complexity of the matter. Two issues are addressed: (1) language as a vehicle for social advancement and empowerment, from the bottom-up perspective; and (2) language as a means to promote national pride and unity, from the top-down perspective. It is concluded that there is a gap between what theorists proclaim as ideal and the real-life empirical world of schools in very poor multilingual countries. Contains 15 references. (LB)

ED 337 024 FL 019 650

Monahan, Thomas C.
Toward English Proficiency for Indo-Chinese Students. Increasing English Language Proficiency and Curriculum Achievement in English of Indo-Chinese LEP Students in Grades 6-12. Third Year Evaluation Report of the Camden City (N.J.) Title VII Project, 1984-1987.
Management and Evaluation Associates, Hightstown, NJ.
Pub Date—Dec 87
Note—93p.

Pub Type—Reports - Evaluative (142)—Tests/Questionnaires (160)

EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Acculturation, Asian Americans, Cultural Enrichment, Curriculum Development, Elementary Secondary Education, *Indo-Chinese, *Limited English Speaking, Parent Participation, Peer Teaching, Program Evaluation, Questionnaires, *Second Language Instruction, Student Evaluation

Identifiers—Camden City Public Schools NJ, Elementary Secondary Education Act Title VII
Supplemental educational services for limited English proficient (LEP) Indo-Chinese students (grades 6-12) are evaluated, based on data compiled during a 3-year period for a Title VII project in Camden, New Jersey. Project components included the following: instructional assistance; community school coordinator; curriculum development; tutor enrichment; training; and parent advisory council. A planned seventh component, native language counseling, was not implemented. The project goal was for the students to achieve a level of fluency in English that would enable them to learn in a regular classroom environment, complete their education, and function effectively in American society. Trend data for the 3 years suggest that the project was successful. Recommendations include: (1) eliminate obstacles to parent involvement; (2) continue to ex-

pand cultural experiences such as native Indo-Chinese speakers and trips to museums and exhibits; (3) continue curriculum development and adaptation in relevant areas; and (4) continue to encourage peer tutoring to reinforce subject matter and provide role models for elementary and middle school students. Exit standards, information on the international classroom of the university museum, a resource guide outline (history of Southeast Asia, and the survey questionnaire are appended. (LB)

ED 337 025 FL 019 689

Remediating the Shortage of Teachers for Limited-English-Proficient Students. Report to the Superintendent from the Task Force on Selected LEP Issues.

California State Dept. of Education, Sacramento.
Pub Date—91
Note—45p.

Pub Type—Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Elementary Secondary Education, Enrollment Trends, Higher Education, Inservice Teacher Education, *Language Teachers, *Limited English Speaking, *Minority Group Teachers, Preservice Teacher Education, *Second Language Instruction, Teacher Certification, *Teacher Qualifications, Teacher Recruitment, *Teacher Shortage, Trend Analysis
Identifiers—California

Due to a projected enrollment of more than one million limited-English-proficient (LEP) students in California's public schools by the year 2000, the Task Force on Selected LEP Issues established in 1989 examined the lack of foresight and problems related to the low representation of minorities in higher education and especially in teacher education programs. Short-term and long-term recommendations are presented in the following categories: developing a statewide information campaign; improving the preparation of current teachers; training paraprofessionals; and developing a pool of teachers for LEP students. It is concluded that California's education, business, and political communities must cooperate in immediate action to solve a crisis that threatens the prosperity of the state. Contains 35 references. (LB)

ED 337 026 FL 019 693

Kamm, Rebecca Ann
Reading Attitudes in Asian ESL Learners.
Pub Date—Aug 90

Note—88p.; Master's Thesis, University of North Iowa.
Pub Type—Dissertations/Theses - Masters Theses (042)—Tests/Questionnaires (160)

EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Adult Literacy, *Adult Students, Asian Americans, *English (Second Language), Illiteracy, Laotians, Questionnaires, *Reading Attitudes, Reading Skills, *Second Language Instruction, *Student Attitudes, Teaching Methods, Vietnamese People

Factors were studied that influence attitudes of Asian English-as-a-Second-Language (ESL) learners in order to better understand possible reasons why attitudes may change and ways they may be influenced. Special attention was given to cultural and education differences, difficulties relating to nonliterate adult learners, and strategies to assist ESL learners. A survey of 30 adult Asian ESL students from Laos and Vietnam provided demographic and attitudinal information, and findings indicated that cultural and educational differences between Southeast Asian and American learners can have an impact on reading attitudes. Frustration was reported in several areas: believing that pronunciation, not meaning, is the purpose for reading; lack of concentration due to survival problems; lack of vocabulary; grammatical differences; and frustration with time needed to become fluent. Useful strategies were identified, including: providing relevant materials; incorporating vocational ESL as proof that language training is useful; using of multi-ethnic or multicultural education; and using of students' background knowledge. Contains 36 references. (Author/LB)

ED 337 027 FL 019 739

School Success for Limited English Proficient Students. The Challenge and State Response.
Council of Chief State School Officers, Washington, DC. Resource Center on Educational Equity.
Spons Agency—Carnegie Corp. of New York, N.Y.
Pub Date—Feb 90

Note—58p.
Available from—Council of Chief State School Officers, 379 Hall of the States, 400 North Capitol Street, N.W., Washington, DC 20001-1511.
Pub Type—Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Cultural Context, Curriculum Development, Educational Change, Elementary Secondary Education, English (Second Language), *High Risk Students, *Limited English Speaking, National Surveys, *Second Language Instruction, Social Influences, *State Action, Statewide Planning, Student Characteristics, Student Needs, Trend Analysis, Vocational Education
Identifiers—California, Illinois, New Jersey, Texas

Several initiatives, including this report, have been undertaken to define and understand better and help solve the problems of limited-English-proficient (LEP) school children. A study of the role of state education agencies (SEAs) in educating LEP children is reported. Five chapters contain information on the general challenge, response of the educational system, and SEA challenges; profile of LEP students, social and cultural context, and future; goals, purposes, methodology, and findings of the SEA survey; promising practices for curriculum development in California, vocational preparation in Illinois, program coordination in New Jersey, and education reform in Texas; and findings and recommendations. Main findings are that large numbers of LEP students who require special help to succeed academically are not receiving services; many states are aware of the gap between current programs and needs; and several SEAs have begun initiatives to create the necessary service system. Recommendations for SEAs include the following: create an intensity of commitment; clarify the fact that LEP students constitute a growing component of children "at risk"; document current and projected needs; and develop ways of coordinating and collaborating with local systems. Contains 24 references. (LB)

ED 337 028 FL 019 740

Skutnabb-Kangas, Tove
Language, Literacy, and Minorities.
Minority Rights Group, London (England).
Report No.—ISBN-0-946690-78-2
Pub Date—Nov 90
Note—37p.

Available from—Minority Rights Group, 379/381 Brixton Road, London SW9 7DE, England.
Pub Type—Reports - Descriptive (141)—Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Bilingualism, *Civil Liberties, Educational Policy, Elementary Secondary Education, Foreign Countries, *Global Approach, Language Dominance, Language Usage, *Literacy, *Minority Groups, Politics of Education, *Second Language Instruction
Identifiers—United Nations

The ideal of a world where bilingualism or multilingualism is a normal and accepted feature is promoted in a commissioned report for International Literacy Year. It is noted that many minority groups are forced into bilingualism as a necessity for survival, but that those skills are rarely seen as an advantage and often seen as a cause of dissension and conflict. There are few international standards for the maintenance and promotion of linguistic human rights. Ideologies and examples of the education of minority children are discussed, along with a comparison of different educational programs (segregation, maintenance, submersion, immersion). The question of whether children or schools are deficient is also discussed, as well as mother tongue literacy and universal primary education. A preliminary Declaration on Linguistic Rights is presented that is intended to serve as a model for a United Nations standard. Excerpts from five international declarations on human rights are included. Contains 46 references. (LB)

ED 337 029 FL 019 741

Dittmar, Norbert, Ed. And Others
Papers from the Scandinavian-German Symposium on the Language of Immigrant Workers and Their Children (1st, Roskilde, Denmark, March 19-23, 1978). ROLIG-papir 12.
Roskilde Univ. Center (Denmark).
Pub Date—Sep 78
Note—289p.
Available from—ROLIG, Roskilde Universitets-

enter, Postbox 260, DK-400, Roskilde, Denmark.
Pub Type—Collected Works - Proceedings (021)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adults, Applied Linguistics, *Child Language, Classification, Contrastive Linguistics, Developmental Stages, Elementary Secondary Education, Foreign Countries, German, Grouping (Instructional Purposes), *Immigrants, Interlanguage, *Labor Force, Language Classification, Language Patterns, Language Research, *Language Role, *Linguistic Theory, Phonetics, Research Needs, Second Language Instruction, Transfer of Training

Identifiers—Greeks, Sweden, Turks, West Germany

Papers included in this volume are: "The Muted Voice of Immigrant Workers," "The Situation of Foreign Workers in Sweden," "Situation of Foreign Workers in the Federal Republic of Germany," "Teaching German to Immigrant Children," "Using Language Typology in Contrastive Studies," "On Determining Developmental Stages in Natural Second Language Acquisition," "Ordering Adult Learners According to Language Abilities," "Some Remarks on Foreigner Talk," "Some Minimal Requirements for the Teaching of Language to Foreign Workers," "What Language Does the Immigrant Need?," "What May Be the Use of Linguistics?," "The Role of Phonetics in Language Teaching," "Failure of a Language Transfer System Based on the Ideology and Models of Learning of the Country of Production," "Teaching German to Turkish Migrants in West Berlin," and "What Kind of Research Do We Need?" Other papers include "Semiilingualism and the Education of Migrant Children as a Means of Reproducing the Caste of Assembly Line Workers," "Verbal and Non-Verbal Communicative Behaviour of Turkish and Greek Workers," "The Linguistic Development of Immigrant Children in Sweden," "The Educational Problems of Finnish Immigrants in Sweden," "What Foreign Workers Think About...," and "What Kind of Research Do We Need? Some Remarks on Research Politics and Research Morals." (MSE)

ED 337 030 FL 019 742

Lim, Cheng-Geok

Explaining Different Discourse Strategies in Cross-Cultural Business Negotiations.

Pub Date—Jul 91

Note—19p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Business Communication, Communication Research, *Cultural Differences, *Discourse Analysis, Foreign Countries, *Intercultural Communication, Language Research

Identifiers—*Difference (Concept)

Some language features are described that could account for feelings of people from different cultures not being on the same "wave length" when they communicate with each other in business negotiations. Candlin's explanatory approach involving a "top-down, bottom-up" methodology is used. It views language as being indeterminate and allows language to be studied in relation to the users of language. Data are reported based on analysis of a videotape of two businessmen from Singapore and Great Britain. Three features of language occurring in the negotiation are discussed: "propose" speech acts, interactional structure, and distribution of talk. It is suggested that their different perceptions of the negotiations and attitudes toward each other lie in the way they acknowledge each other's "face," and the way they realize "pragmatic ambivalence." Contains 16 references. (LB)

ED 337 031 FL 019 745

Stewner-Manzanares, Gloria

The Bilingual Education Act: Twenty Years Later. New Focus, Occasional Papers in Bilingual Education, Number 6.

National Clearinghouse for Bilingual Education, Washington, DC.

Spons Agency—Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.

Pub Date—88

Contract—300860069

Note—9p.; Toner streaking may affect legibility.

Journal Cit—New Focus; n6 Fall 1988

Pub Type—Reports - Descriptive (141) — Collected Works - Serials (022)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Bilingual Education, Civil Rights

RIE FEB 1992

Legislation, *Court Litigation, Elementary Secondary Education, *English (Second Language), *Federal Legislation, *Limited English Speaking, Second Language Instruction, Social Discrimination, *Social Influences, Trend Analysis

Identifiers—*Bilingual Education Act 1968

Changes in the legislative history of specialized education for students of limited English proficiency are described in this paper, beginning with the authorization of the Bilingual Education Act of 1968 and going through the reauthorizations of the Act in 1974, 1978, 1984, and 1988. Important events surrounding the legislative action are also described in order to provide greater understanding of the social and economic circumstances that influenced legislative changes. Examples include the civil rights movement, Supreme Court cases such as Lau v. Nichols, the Equal Education Opportunity Act, and the Lau remedies. Because the Bilingual Education Act provides competitive grants that school districts and other educational institutions may apply for, the fiscal support provided by the federal government is also reviewed. Contains 10 references. (LB)

ED 337 032 FL 019 746

Cubillos, Enrique M.

The Bilingual Education Act: 1988 Legislation. New Focus, No. Occasional Papers in Bilingual Education, Number 7.

National Clearinghouse for Bilingual Education, Washington, DC.

Spons Agency—Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.

Pub Date—88

Contract—OBLEMA-289004001

Note—16p.; The text of the legislation contains small print.

Journal Cit—New Focus; n7 Fall 1988

Pub Type—Reports - Descriptive (141) — Legal/Legislative/Regulatory Materials (090) — Collected Works - Serials (022)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Bilingual Education, *English (Second Language), Federal Aid, *Federal Legislation, *Federal Programs, Limited English Speaking, Resource Allocation, *Second Language Programs

Identifiers—Bilingual Education Act 1968, *Hawkins Stafford Act 1988

The content of the 1988 Bilingual Education Act, which is part of Public Law 100-297 (the Hawkins/Stafford Elementary and Secondary School Improvement Amendments) and which reauthorized bilingual education through September 30, 1993, is examined. The 1988 reauthorization was the fourth reauthorization of the original Bilingual Education Act of 1968. Major changes are summarized, and general provisions of the parts A, B, C, and D are explained. Part A, Financial Assistance for Bilingual Education Programs, includes transitional bilingual education programs for limited English proficient students, developmental programs, special alternative programs, and family English literacy programs. Part B, Data Collection, Evaluation, and Research, includes grants to state programs, evaluation assistance center, and the National Clearinghouse for Bilingual Education. Part C contains Training Technical Assistance provisions, and Part D explains provisions for Administration. The text of the legislation is included. (LB)

ED 337 033 FL 019 747

Nissani, Helen

Early Childhood Programs for Language Minority Children. Focus, Occasional Papers in Bilingual Education, Number 2.

National Clearinghouse for Bilingual Education, Washington, DC.

Spons Agency—Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.

Pub Date—90

Contract—289004001

Note—17p.

Journal Cit—Focus; n2 Sum 1990

Pub Type—Reports - Descriptive (141) — Collected Works - Serials (022)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Access to Education, Bilingual Education, Child Development, Cultural Differences, Developmental Stages, *Early Childhood Education, *English (Second Language), *Family Programs, Family Role, *Parent Participation, *Program Development, Resource Allocation,

*Second Language Programs, Staff Development

Identifiers—*Language Minorities

General issues in the development of programs for language minority children at the preschool level, ages 2-4, are discussed. Focus is on the need to meet their comprehensive needs, and the five following points are made: (1) programs should be designed to serve the child's social/emotional, physical, and cognitive development within the context of the family and community and the programs must employ developmentally appropriate practices that respect individual differences and choices; (2) parents should be an integral part of the programs, which must also incorporate the family and home culture; (3) staff should be trained to provide comprehensive services to young children; (4) programs should not segregate children according to family income, and all children should have equal access to quality programming; and (5) adequate and consistent funding is needed. Implications of each point are discussed. It is concluded that, faced with increased stress and poverty, as well as changing lifestyles, demographics, and social issues, the language minority family requires services to strengthen it and support the development of healthy, competent young children. Contains 26 references. (LB)

ED 337 034 FL 019 748

Krashen, Stephen D.

Bilingual Education: A Focus on Current Research. Focus, Occasional Papers in Bilingual Education, Number 3.

National Clearinghouse for Bilingual Education, Washington, DC.

Spons Agency—Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.

Pub Date—91

Contract—289004001

Note—18p.

Journal Cit—Focus; n3 Spr 1991

Pub Type—Reports - Descriptive (141) — Collected Works - Serials (022)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Bilingual Education, Comparative Analysis, Elementary Secondary Education, *English (Second Language), Immersion Programs, *Language Acquisition, Language Maintenance, *Language of Instruction, Language Research, *Limited English Speaking, Native Language Instruction, *Second Language Programs

The core of the case for bilingual education is that the principles underlying successful bilingual education emphasize the same factors that underlie successful language acquisition in general: understanding messages and obtaining comprehensible input; using background knowledge; and the development of literacy. The importance of the first language is discussed, and arguments against bilingual education (including the case for immersion and submersion—programs as alternatives for limited English proficient children) are examined and rebutted. An argument is made for strengthening bilingual education by providing a richer supply of primary language reading materials. Sheltered subject matter teaching is also supported as a contributor to second language development and as a valuable part of bilingual education. It is concluded that properly organized bilingual programs work. Contains 46 references. (LB)

ED 337 035 FL 019 749

Saville-Troike, Muriel

Teaching and Testing for Academic Achievement: The Role of Language Development. Focus, Occasional Papers in Bilingual Education, Number 4.

National Clearinghouse for Bilingual Education, Washington, DC.

Spons Agency—Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.

Pub Date—91

Contract—289004001

Note—17p.

Journal Cit—Focus; n4 Spr 1991

Pub Type—Collected Works - Serials (022) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Achievement, Comparative Analysis, Elementary Secondary Education, *English (Second Language), *Evaluation Methods, *Language Tests, *Limited English Speaking, Second Language Instruction, Second Language Learning, Student Evaluation, Student Placement, *Transfer of Training

The role of language development is discussed and some basic questions are raised about the need for special assessment instruments for limited English proficient (LEP) students. The extent to which positive transfer takes place across languages is noted and related to successful functioning of LEP students and school settings. The concept of interactional competence is also examined. It is suggested that reading achievement in English as a Second Language is more dependent on reading achievement in the native language than it is on relative oral proficiency in English. Academic competence requires knowing how to use language as a tool in acquiring knowledge and performing analytic processes, but these skills relate more closely to language competence in general. Radical changes, it is argued, are needed in testing procedures and interpretation for LEP children. The model of special education may offer answers to appropriate assessment and placement procedures. Federal law requires that students from non-English backgrounds must be assessed in their primary language as well as in English. It is concluded that test of English language proficiency alone-tests that are not based on or related to standard curriculum content for native speakers—should not be allowed to be used as the basis for academic placement for LEP students. Contains 34 references. (LB)

ED 337 036 FL 019 750

Carreaga, Rudy, Comp.

Parent Involvement: A Resource for the Education of Limited English Proficient Students. Program Information Guide Series, Number 8, Fall 1988. National Clearinghouse for Bilingual Education, Washington, DC.

Spons Agency—Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.

Pub Date—88

Note—17p; Best copy available.

Pub Type—Guides - Non-Classroom (055) — Tests/Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Elementary Secondary Education, *English (Second Language), Goal Orientation, Guidelines, *Limited English Speaking, Needs Assessment, *Parent Participation, *Parent School Relationship, Program Development, Program Evaluation, Questionnaires, School Community Relationship, Second Language Instruction

This program guide is based on two handbooks developed by the Departments of Education in Ohio and New Jersey, each of which was used to help local school districts comply with state requirements for parent involvement programs. Primary components include the following: day and evening workshops for parents as tutors; full-time community coordinators available to parents at all times; active parent advisory councils with regular parent participation; and systematic inclusion of outside community organizations in parent training components. Various components of program development are discussed, including needs assessment, goal setting, implementation, and program monitoring. Needs assessment includes obtaining (1) information on such things as language background of students and their parents, cultural values and practices of different linguistic groups; and parents' attitudes and work schedules; and (2) information on parents' concerns and interests, for which a Parent Survey and Assessment Profile are included. Program goals and strategies are discussed in terms of communicating with parents, parent development, and parent leadership. Ways to monitor and evaluate the program are suggested. Various questionnaires, log forms, a sample letter, and an outline of informational meeting plans are included in this document. (LB)

ED 337 037 FL 019 751

Secada, Walter G. And Others

Innovative Strategies for Teaching Mathematics to Limited English Proficient Students. Program Information Guide Series, Number 10, Summer 1989.

National Clearinghouse for Bilingual Education, Washington, DC.

Spons Agency—Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.

Pub Date—89

Contract—300860069

Note—26p.

Pub Type—Reports - Descriptive (141) —

Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Basic Skills, Cognitive Style, Comparative Analysis, Elementary Secondary Education, English (Second Language), *Limited English Speaking, *Mathematics Instruction, Problem Solving, Teaching Methods, Thinking Skills

Identifiers—Content Area Teaching

This program information guide describes two approaches, Cognitively Guided Instruction (CGI) and Active Mathematics Teaching (AMT), for teaching academic skills in mathematics to limited English proficient (LEP) students. CGI is based on four related teacher competencies: knowing how specific mathematical content is organized in children's minds; ability to make solving mathematical problems the content focus; ability to assess in what way students are thinking about the content in question; and ability to make instructional decisions. CGI allows students to receive basic skills instruction in a problem-solving context that is meaningful and fosters higher order thinking skills, and gives students a sense of confidence. AMT is a form of instruction developed by Good and Grouws that has proven effective in teaching large bodies of highly structured materials, such as basic mathematics skills. AMT is a structured teaching sequence typically organized into 45-minute lessons that include review (8-10 minutes), development of new content with controlled practice (20-25 minutes), and seatwork and homework (10-15 minutes). Suggestions for implementing CGI and AMT are offered, and sample activities to implement both of these approaches in the classroom are provided, including a pre-test and post-test. The activities comprise the bulk of the document. Contains 7 references. (LB)

ED 337 038 FL 019 752

Hamayan, Elsie V.

Teaching Writing to Potentially English Proficient Students Using Whole Language Approaches. Program Information Guide Series, Number 11, Summer 1989.

National Clearinghouse for Bilingual Education, Washington, DC.

Spons Agency—Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.

Pub Date—89

Contract—300860069

Note—18p.

Pub Type—Guides - General (050) — Tests/Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Dialog Journals, Elementary Secondary Education, *English (Second Language), *Holistic Approach, Limited English Speaking, *Second Language Instruction, Teaching Methods, *Whole Language Approach, *Writing Instruction

Innovative methods and strategies are described for teaching writing to potentially English proficient (PEP) students (also known as "limited English proficient"), who may or may not be literate in their native language, using holistic natural approaches. The approaches are based on the premise that students acquire language (speaking, reading, and writing) naturally when they engage in self-motivating activities that are stimulating, interesting, and meaningful to them. The guide is the result of work done at the Illinois Resource Center as well as in programs funded by the U.S. Department of State for Southeast Asian refugee students. Assumptions underlying current and innovative approaches to teaching writing are outlined and holistic natural approaches, such as language experience stories, dialogue journals, diaries, and creative writing are described. Considerations for implementing holistic language approaches are also described, including the need for intensity and constancy, using holistic approaches in a non-holistic curriculum, and monitoring student progress. Contains 12 references. (LB)

ED 337 039 FL 019 753

Cochran, Connie

Strategies for Involving LEP Students in the All-English-Medium Classroom: A Cooperative Learning Approach. Program Information Guide Series Number 12.

National Clearinghouse for Bilingual Education, Washington, DC.

Spons Agency—Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.

Pub Date—89

Contract—300-860-069

Note—18p.

Pub Type—Reports - Descriptive (141) — Guides - General (050)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Classroom Techniques, *Cooperative Learning, Elementary Secondary Education, *English (Second Language), Lesson Plans, *Limited English Speaking, *Second Language Instruction, Teaching Methods

Strategies are presented for including limited-English-proficient (LEP) students in learning activities designed for monolingual English-speaking students. The natural approach to language acquisition described by Krashen and Terrell is highlighted, followed by a description of the development of second language proficiency. Suggested strategies can be embedded in cooperative learning activities. Cooperative learning is discussed as a classroom management system that can help involve LEP students in learning activities (such as using nonverbal responses, assigning and rotating roles, and equalizing speaking turns) that encourage linguistic and academic growth. Techniques developed by De Avila, Kagan, and Slavin are presented in the context of those goals. Several learning strategies and lesson activities are also provided that both LEP and native English-speaking students can use together. Contains 12 references. (LB)

ED 337 040 FL 019 754

Hainer, Emma Violand And Others

Integrating Learning Styles and Skills in the ESL Classroom: An Approach to Lesson Planning.

National Clearinghouse for Bilingual Education, Washington, DC.

Spons Agency—Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.

Pub Date—90

Contract—289004001

Note—31p.

Pub Type—Reports - Descriptive (141) — Guides - General (050)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Classroom Techniques, *Cognitive Style, Elementary Secondary Education, *English (Second Language), Instructional Improvement, *Lesson Plans, *Limited English Speaking, Models, *Second Language Instruction, Teaching Methods

Identifiers—*4MAT System, Arlington Public Schools VA

Strategies and lessons are reported that were developed by a team researching learning styles of language minority students. The research incorporated work done in the Arlington County, Virginia program, English for Speakers of Other Languages-High Intensity Language Training (ESOL-HILT). The Arlington instructional model for LEP students has evolved from making it the students' responsibility to adjust to the unfamiliar to meeting the students where they are and helping them to broaden their learning horizons. The approach involves integrating learning style theory and instructional strategies to enhance students' opportunities to learn. The experiential 4MAT learning model was used to achieve those goals. This guide, intended to be a springboard for designing more effective learning activities, reviews learning styles theory, learning styles applications (for "innovative," "analytic," "common sense," and "dynamic" learners), and adaptation of the 4MAT system for developing lesson plans. Six detailed lesson plans are presented, each with motivation, concept development, practice, and application components. Contains 17 references, some of which are annotated. (LB)

ED 337 041 FL 019 755

Navarrete, Cecilia And Others

Informal Assessment in Educational Evaluation: Implications for Bilingual Education Programs.

National Clearinghouse for Bilingual Education, Washington, DC.

Spons Agency—Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.

Pub Date—90

Contract—289004001; T288003002

Note—28p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Bilingual Education Programs, Comparative Analysis, Elementary Secondary Education, *Evaluation Methods, Formative

Evaluation, *Informal Assessment, *Language Tests, *Second Language Instruction, Standardized Tests, *Student Evaluation
Identifiers—Elementary Secondary Education Act Title VII

Given the controversy over the use of standardized tests that rely heavily on multiple-choice items reflecting the language, culture, and/or learning style of the middle class majority, arguments are advanced for the use of alternative, supplemental forms of assessment. Informal assessment is defined as techniques that can easily be incorporated into classroom routines and learning activities, and are identified as unstructured (e.g., writing samples, homework, journals, games, debates) or structured (e.g., checklists, close tests, rating scales, questionnaires, structured interviews). Guidelines for informal assessment are offered, including scoring procedures such as holistic or analytic procedures, general impression markings, or error patterns. Guidelines for using another method, student portfolios, are detailed. Guidance is also offered for the evaluation of programs funded under the Elementary and Secondary Education Act Title VII, including reporting assessment data. It is concluded that informal techniques are needed to provide the continuous, ongoing measurement of student growth needed for formative evaluation and for planning instructional strategies. Contains 23 references. (LB)

ED 337 042 FL 019 760

Thompson, Lynn And Others

The Development of the FLES Test-Spanish. Final Report.

Center for Applied Linguistics, Washington, DC. Center for Language Education and Research. Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC. Pub Date—Aug 88 Contract—400-85-1010 Note—55p.

Pub Type—Reports - Evaluative (142) - Tests/Questionnaires (160)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*FLES, Intermediate Grades, *Language Tests, Second Language Instruction, Second Language Programs, *Spanish, *Test Construction, Test Items, Test Reliability

A project is reported that developed a test for students in foreign language in the elementary school (FLES) programs. Relevant tests in Spanish and English as a Second Language (ESL) were reviewed in order to develop a listening and reading test that could determine achievement in a typical FLES curriculum. Pilot testing was conducted with 121 children in three sites in Maryland, Michigan, and Vermont. The sites were chosen to reflect a wide range of FLES program configurations (3-year before-school program, two half-hour classes a week; 7-year sequential program, 30 minutes a day, 5 days a week; and 3-year program, 1 hour per day). Test format and content are reported, as is the test analysis in terms of reliability, item difficulty, and discrimination. Reviewers, field tests, and assessments of the statistical quality suggest that the revised FLES Spanish test is now an appropriate instrument for research needs at the Center for Language Education and Research. The test is appended, along with the test administrator's handbook. Contains 2 references. (LB)

ED 337 043 FL 019 761

Hmong Way. Title VII Bilingual Education Program 85.003, Project "TEACH". Sheboygan Public Schools, Wis.

Pub Date—Jul 85 Note—21p.; For a Beginning Hmong Reader, see ED 255 064.

Pub Type—Guides - General (050)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Bilingual Education Programs, *Cultural Awareness, English (Second Language), *Folk Culture, Food, *Hmong People, Limited English Speaking, Natural Sciences, *Reader Text Relationship, Reading Materials, *Second Language Instruction

A collection in English of selected readings is presented from "Phau Xyuum Nyem Zaj Lus," a publication used as a Hmong literacy primer. The purpose of the collection is threefold: (1) to provide intermediate limited English proficient Hmong refugees with reading passages in English that they could relate to; (2) to present Hmong world views in a nontechnical manner as a means of promoting cross-cultural understanding in culturally diverse

classrooms; and (3) to preserve cultural traditions for younger Hmong who have few solid memories of their origins. The contents include passages on the following: soil, water, rocks and stones, trees, spreading and standing crops, choosing seeds, planting vegetable gardens, seed development, corn, the animal world, animals beneficial to man, animals harmful to man, turtles, bats, "green medicine" (herbs), individually owned tools, and communal tools. (LB)

ED 337 044 FL 019 766

Hawks, Carla And Others

Is There a Foreign Language Barrier in Engineering Research?

Michigan Univ., Ann Arbor.

Pub Date—90

Note—22p.

Pub Type—Reports - Research (143) - Tests/Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Databases, *Engineering, Information Retrieval, *Information Utilization, *Intercultural Communication, Knowledge Level, Language Research, *Online Searching, *Publications, Questionnaires, Research Problems, Second Languages, User Needs (Information)

Identifiers—DIALOG

Perception and effects of foreign language publications in engineering research are examined. Through the use of both survey and archival sources, including coverage in major scientific and technical databases as vended by DIALOG, various aspects of the foreign language barrier were measured. A foreign language barrier is said to exist when important work is being published in a language the potential users cannot easily decode or have decoded for them. It is concluded that there is little concern about this subject among respondents, but that a significant amount of foreign language research is being ignored. The survey instrument is appended, as well as data in ranked order by database. Contains 12 references. (Author/LB)

ED 337 045 FL 019 791

Feurer, Hanny

Multilingual Education: An Experimental Project by the Cree Indians of Waskaganish in Quebec, Canada.

Pub Date—May 90

Note—14p.; Paper presented at the International Conference on Thai Studies (4th, Kunming, Yunnan, China, May 11-13, 1990).

Pub Type—Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*American Indian Education, *Canada Natives, *Cree, *Cultural Pluralism, Elementary Education, Foreign Countries, Immersion Programs, Multicultural Education, *Native Language Instruction, Native Speakers, *Second Language Learning, Uncommonly Taught Languages

Identifiers—Cree (Tribe), *Quebec (Waskaganish)

The struggle of one Cree community, the Waskaganish (formerly called Rupert House) in Quebec, to maintain its own language and culture within the larger multicultural Canadian context has led to the creation and development of a linguistic experiment, the Cree Way Project. After a discussion of the Canadian historical context, this report describes Quebec and Amerindian education and the Cree Way Project. The project was a first attempt to help the Cree people remain a nation, introducing Cree syllabic readers for primary grade children. Since 1978 the project has been incorporated into the Cree School Board's curriculum in one community and has begun to be implemented in seven others. There are now more than 500 textbooks printed in Cree syllabics, and a Cree immersion program is in its second year. The school calendar honors Cree traditions such as hunting and ceremonial activities. The school, with its rapidly growing native teaching staff, seeks to meet the needs and maximize the abilities of the Waskaganish community. The Cree experience supports the hypothesis that the education of indigenous people in their own language will further the process of second language acquisition. Contains 18 references. (LB)

ED 337 046 FL 019 792

Feurer, Hanny

Homage to China's Nationalities by a Linguist and Educator.

Pub Date—Oct 88

Note—12p.; Paper presented at Symposium 1988: Contemporary China (Montreal, Quebec, Can-

ada, October 14-15, 1988).

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Chinese Culture, *Cultural Pluralism, *Cultural Traits, Culture Contact, *Ethnic Groups, Foreign Countries

Identifiers—*China

China's multicultural wealth, especially its minor nationalities, is described with focus on three ethnic groups: the Miao, the Naxi, and the Salar. Information is based on the author's experiences while teaching and traveling in China from 1986 to 1988. China's population is reviewed in terms of population, religion, and languages, and many personal anecdotes are recounted. (LB)

ED 337 047 FL 019 794

Cohen, Andrew D. And Others

The Contribution of SLA Theories and Research to Teaching Language.

Pub Date—May 91

Note—17p.; Revised version of paper presented at the Regional Language Centre Seminar on Language Acquisition and the Second/Foreign Language Classroom (Singapore, April 22-26, 1991).

Pub Type—Information Analyses (070) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Error Analysis (Language), Language Processing, *Language Research, Learning Strategies, Pronunciation, *Second Language Instruction, *Second Language Learning, Speech Acts, Student Motivation

Some of the areas in which second language acquisition (SLA) theories and research have contributed to language teaching are highlighted. It is noted that while results of SLA research may have contributed to understanding of language learning, insights from such research may have little direct effect on classroom instruction. One explanation is that the SLA research agenda is not necessarily that of a second-language-teaching (SLT) research. This paper culls from the SLA research literature six areas in which SLA and SLT research findings have had or could have impact on teachers' awareness: comprehensible input, focus on form, correction of speaking errors, pronunciation, speech act sets, learning strategies, and factors influencing language learners. It is concluded that a knowledge of SLA research helps to inform teachers' decisions, even if these findings are not directly applicable to the classroom, while some of the concepts and tools developed in the process of research on SLA may be directly useful to teachers in conducting needs assessment. Contains 55 references. (Author/LB)

ED 337 048 FL 019 796

Parker, Franklin Parker, Betty J.

Education in Wales and Welsh Language Teaching.

Pub Date—91

Note—11p.; Adapted from "Education in England and Wales, Past and Present: Annotated Bibliography," edited by Franklin Parker and Betty J. Parker, Garland Publishing, 1991.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Annotated Bibliographies, Bilingual Education, Comparative Education, Elementary Secondary Education, Foreign Countries, *Second Language Instruction, Uncommonly Taught Languages, *Welsh

Identifiers—Canada, France (Brittany), Ireland, Scotland, USSR, *Wales

Brief annotations are presented for 72 entries on education in Wales and on teaching the Welsh language in Wales. Entries include books, government reports, and journal articles. Several citations compare bilingual teaching in Wales, Canada, the USSR, the United States, Scotland, Ireland, and the Province of Brittany in France. The collection includes a biographical entry on Welsh scholar William Rees (1887-1978). (Author/LB)

ED 337 049 FL 800 303

California's Workforce for the Year 2000: Improving Productivity by Expanding Opportunities for the Education and Training of Underserved Youth and Adults.

California Workforce Literacy Task Force, Sacramento.

Pub Date—Nov 90

Note—78p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Adult Basic Education, Adult Education, *Educationally Disadvantaged, *Educational Opportunities, Educational Technology, Education Work Relationship, Employment Patterns, *English (Second Language), *Labor Force Development, *Literacy Education, Poverty, Productivity, Research Needs, Second Language Instruction, State Programs, State Surveys, *Statewide Planning, Vocational Education

Identifiers—*California, Workplace Literacy
The California Workforce Literacy Task Force conducted studies and surveyed existing literature to determine the status of literacy and other basic skills in the state's work force. The results are reported with a series of recommendations for a broad-based state strategy to improve worker productivity through better educational opportunities. Ten areas of need are identified, and the task force findings and specific action recommendations are presented for each. The need areas include: (1) a master plan for the education and training of non-college-bound youth and adults; (2) adequate funding of the delivery system for adult literacy education and training; (3) incentives to increase workplace education and learning; (4) education and training in the public sector; (5) skills in English language and literacy as a priority for adult education and training; (6) use of technology to enhance adult learning; (7) work force education in the transition from school to work; (8) breaking the cycles of marginal literacy and marginal living; (9) professionalism and research-based knowledge in work force education and training; and (10) increased awareness about the literacy, education, and training needs of underserved youth and adults. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 337 050 FL 800 358

Cumming, Alister Gill, Jaswinder

Learning Literacy and Language among Indo-Canadian Women.

Pub Date—Apr 91

Note—31p; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adult Education, *English (Second Language), *Females, Foreign Countries, *Immigrants, *Indians, Information Seeking, *Language Role, Language Skills, *Literacy Education, Parent School Relationship, Second Language Learning, Skill Development, Syntax, Telephone Communications Systems, Vocabulary Development, Writing Skills

Identifiers—*Canada

This report presents the findings of a Canadian study that in established a part-time instructional program for a small number of Punjabi-speaking women immigrants and traced their uses of literacy and English in classroom and home settings. Measures of literacy and language use were taken during the 6-month instructional period and 4 months later. Analysis of classroom and interview data indicate that participants' efforts to teach and acquire literacy in a second language focused on five aspects of knowledge, including: language code, especially vocabulary; self-control strategies and schematic representations for reading and writing; personal knowledge; social knowledge; and social experience. A major instructional challenge was to create learning tasks to address all five aspects coherently and holistically while providing sufficient guidance and practice in each to foster appropriate consolidation of knowledge. Long-term impacts of language and literacy learning on the women's lives appeared in more frequent reading for information in English, interactions with children's schools, telephone communications, formulaic writing, and use of the local library and public health unit. Accuracy in certain morphemes and control of English syntax increased slightly in the women's writing. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 337 051 FL 800 363

The Education of Adult Migrant Farmworkers. Volume One: A Resource Base for Administrators And Teachers of Adult Education. Volume Two: Applications for Teachers and Administrators of Adult Education.

Slaughter & Associates, Woodland Hills, CA.

Spons Agency—Office of Vocational and Adult Education (ED), Washington, DC.

Pub Date—Jan 91

Contract—VN89008001/SB989-1-3210

Note—556p.

Pub Type—Reports - Research (143) — Guides - Non-Classroom (055)

EDRS Price - MF02/PC23 Plus Postage.

Descriptors—Academic Persistence, Adult Basic Education, *Agricultural Laborers, *Basic Skills, Classroom Techniques, Course Descriptions, *Curriculum Design, Daily Living Skills, Educational Strategies, Family Programs, *Literacy Education, *Migrant Adult Education, Migrant Workers, National Surveys, Outreach Programs, Parents, Program Development, Program Evaluation, Student Recruitment

Identifiers—Site Visits

As the result of an extensive survey of the literature, analysis of current state plans for educating migrant farm workers, and site visits to nine programs serving adult farm workers in California, Florida, New York, Pennsylvania, Texas, and Washington, a two-volume final technical report on adult migrant farm worker education is presented. The first volume contains comprehensive information for adult education administrators and teachers and service agency personnel. It includes sections on: the study findings and recommendations; characteristics of the migrant farm worker community; alternative and innovative educational approaches to serving this population; a report of the site visits; effective outreach, recruitment, and retention strategies; appropriate support services; the roles of parent education and family literacy in adult education; assessment of student progress and program effectiveness; and a review of the literature. The second volume provides practical techniques for serving adult migrant farm workers for use in the classroom and community. It includes modified versions of several sections of the first volume and a basic skills curriculum framework and daily living skills course outlines. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 337 052 FL 800 370

The Mechanics of Success for Families: An Illinois Family Literacy Report. Family Literacy Programs Report #1, Evaluation Report #2 [and] Report #2, Appendix B.

Illinois Literacy Resource Development Center, Rantoul.

Pub Date—90

Note—229p.

Pub Type—Reports - Descriptive (141) — Tests/Questionnaires (160) — Guides - General (050)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors—Adult Basic Education, Adult Reading Programs, Childrens Literature, English (Second Language), Family Involvement, *Family Programs, *Literacy, Literacy Education, Models, Program Descriptions, Program Development, *Program Evaluation, Questionnaires, Spanish, State Surveys

Identifiers—*Family Literacy, *Illinois

The structure and function of family literacy programming in Illinois is examined in this two-part report. National models are reviewed to provide an understanding of research and practice in the field, and a framework is proposed for the systematic development and evaluation of family literacy programs. Based on visits to 19 sites (59% of the identified programs in Illinois) serving nearly 1,500 families, programs were found to have diverse characteristics in terms of students, philosophy, and funding. All contained an educational component. Eight model programs are identified, each falling into a "networking" or "center-based" working structure. Criteria for program evaluation are summarized in part 1 and further discussed in part 2. Eleven recommendations are given for program effectiveness, such as including both students and teachers in planning, incorporating evaluation strategies into program design, providing staff development services, and including networking mechanisms. The site visit questionnaire and program descriptions are appended in part 1; part 2 appendix contains examples of locally developed instruments, including some in Spanish. The report contains 36 references and an annotated list of approximately 150 additional program resources, including those for children. (Adjunct ERIC Clearinghouse on Literacy Education) (LB)

ED 337 053 FL 800 373

Crowley, Colleen

Volunteers for Literacy Grant. Final Report.

Cochise County Library District, Bisbee, AZ.

Spons Agency—Department of Education, Washington, DC.

Pub Date—Mar 90

Contract—R-167A80097

Note—21p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Basic Education, Federal Aid, Library Services, *Literacy Education, *Outreach Programs, Program Descriptions, Regional Cooperation, *Voluntary Agencies

Identifiers—*Arizona (Cochise County)

A program to develop volunteer literacy programs in Cochise County (Arizona) is reported. The Department of Education grant, administered by the county library system, primarily provided for volunteer coordinator salaries and purchase of computer software for job skills centers. Coordinators were hired for six towns. The report outlines the program's broad goals and five specific objectives, the ways in which those goals and objectives were to be met, the process of program evaluation, and evaluation results. Program objectives included: (1) recruitment of paid part-time volunteer coordinators; (2) support of local literacy councils in tutor training, development of publicity packets, coordinator supervision and training, liaison between boards and coordinators, developing a student evaluation process in cooperation with a local college, and purchase of materials; (3) local library involvement in making reading materials available, serving as a contact point, and publicizing the program; (4) library system provision of literacy materials, including books and tapes; and (5) providing computer-assisted literacy training at a local private industry council skills center. The last objective was not met due to an administrative change. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 337 054 FL 800 381

Rousos, Linda

Report on MPAEA Innovative Grant Project: Individualized ESL Literacy Instruction for Refugees.

Pima County Adult Education, Tucson, AZ.

Pub Date—Apr 91

Note—3p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adults, Cost Effectiveness, Decision Making, *English (Second Language), Grants, *Individualized Instruction, *Literacy Education, *Refugees, *Second Language Instruction, Teaching Methods, Volunteers

Identifiers—Refugee Education Project AZ

The Refugee Education Project in Tucson, Arizona, supplemented its traditional group English-as-a-Second-Language (ESL) classes for adult refugees with individualized ESL literacy instruction in August 1990. A \$500 grant made possible the acquisition of a variety of literacy materials that could meet diverse student literacy needs. Fifty-three adult participants from Vietnam, Ethiopia, Nicaragua, and Laos chose the following individual focuses of study: survival skills/English life skills; general interest; personal, creative writing; grammar skills; academic skills; computer skills; and other skill preferences or needs. Innovative aspects of the program include the student's ability to make individual choices, the variety of teaching/learning approaches, and a "workshop" atmosphere in the classroom. Volunteer recruitment and coordination is cited as the most critical contributor to the success of the program. (Adjunct ERIC Clearinghouse on Literacy Education) (LB)

ED 337 055 FL 800 384

Warren, Beth Rosenberg, Ann S.

Discourse and Social Practice: Learning To Use Language in Bilingual Classrooms.

Pub Date—12 Jan 91

Note—28p; Paper presented at a Colloquium on Bilingual Theory and Practice (Washington, DC, January 12, 1991).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Basic Skills, *Bilingual Education, *Classroom Communication, Classroom Techniques, *Cultural Context, *Educational Strategies, English (Second Language), High Schools, High School Students, Language Research, *Languages for Special Purposes, Linguistic Theory, *Literacy Education, Sciences, Second Language Instruction, Second Language Learning

Identifiers—*Biliteracy

A study of biliteracy focuses on discourse as the unit of analysis needed to understand the task facing bilingual students. It investigated the way in which 22 high school students representing six different language groups in a bilingual basic skills course struggled with scientific language in an experiment on the community's drinking water. Most students were not literate and had had no previous science experience. During the investigation, students began to appropriate the intentional possibilities of language in order to construct scientific meanings and resolve a dilemma posed by the evidence at hand. It is concluded that while in traditional book-based bilingual education, students are expected to assimilate decontextualized language, this active learning approach causes students to construct both language and content knowledge by confronting authentic dilemmas. A 34-item bibliography is included. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 337 056 FL 800 386

Enriquez, Blanca E. And Others

Family Literacy for Parents of Pre-Schoolers: A**Title VII First-Year Evaluation Report.**

Education Service Center Region 19, El Paso, Tex. Spons Agency—Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.

Pub Date—Oct 90

Note—42p.

Pub Type—Reports — Evaluative (142) — Tests/Questionnaires (160)

EDRS Price — MF01/PC02 Plus Postage.

Descriptors—Adult Basic Education, *Family Programs, *Literacy Education, Needs Assessment, *Parents, Preschool Children, Program Design, Program Effectiveness, Program Evaluation, Program Implementation, Research Methodology

Identifiers—*Family Literacy, Texas (El Paso)

The first-year report of the El Paso (Texas) Family Literacy for Parents of Preschoolers program describes the program and evaluates its progress toward stated objectives. The introductory section addresses the following topics: demographic and literacy characteristics of the community; the needs assessment; project design; and objectives for parent outcomes, instructional techniques, materials development, staff development, and parent involvement. The second section describes in greater detail the methods of data collection, data processing, choice of appropriate comparison group, and research limitations. Section three chronicles program implementation during the first year, including instructional services, material use and development, qualifications of all staff members, and parent involvement. The fourth section outlines seven specific objectives for parent outcomes and the findings for each. The outcomes concern parent recruitment, materials development, instructor training, assessment, instructional sessions, research, and dissemination. The final section provides conclusions and recommendations for each of the seven objectives. A participant self-evaluation form is appended. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 337 057 FL 800 388

Broussard, Kathleen M.

After Phase II: A Needs Assessment Design Framework.

Pub Date—5 Mar 91

Note—34p.; Master's Research Paper, Georgetown University.

Pub Type—Dissertations/Theses — Undetermined (040) — Tests/Questionnaires (160)

EDRS Price — MF01/PC02 Plus Postage.

Descriptors—*English (Second Language), Federal Legislation, *Immigrants, *Legal Problems, *Needs Assessment, Political Issues, *Questionnaires, *Second Language Instruction, Student Attitudes, Student Motivation, Student Needs

Identifiers—Amnesty, *Immigration Reform and Control Act 1986

Under Phase II of the Immigration Reform and Control Act, eligible legalized aliens (ELAs) can become lawful permanent residents (LPRs) if they demonstrate English language competency or show that they are satisfactorily pursuing a course of study to obtain English language skills. Certain English-as-a-Second-Language (ESL) programs have been approved by the Immigration and Naturalization Service and receive financial assistance to provide these services to ELAs. Since convincing students to stay in English classes even after free

instruction ends at the end of fiscal year 1992, is a challenge, this report suggests a multi-faceted framework for needs assessment. It focuses on employers of ELA/LPRs, ESL service providers, and ELA/LPRs themselves. Semistructured interview questions for employers are provided, along with insights based on several telephone interviews about the role of service providers in needs assessment analysis. Interview techniques and sample questions for ELA/LPRs are also proposed. (Adjunct ERIC Clearinghouse on Literacy Education) (LB)

ED 337 058 FL 800 389

Nonliterate Adult ESL Students. An Introduction for Teachers.

California State Dept. of Education, Sacramento. Adult, Alternative, and Continuation Education Div.

Pub Date—14 Mar 81

Note—34p.

Pub Type—Guides — General (050)

EDRS Price — MF01/PC02 Plus Postage.

Descriptors—Adult Basic Education, Adult Students, Class Activities, *Classroom Techniques, Comparative Analysis, Cultural Differences, *English (Second Language), Ethnic Groups, *Illiteracy, Immigrants, Instructional Materials, *Second Language Instruction, *Student Characteristics, *Teaching Methods, Uncommonly Taught Languages

Identifiers—310 Project, California

Fourteen teachers from four California school districts developed this practical guide for teachers faced with a growing number of adult nonliterate students in English-as-a-Second-Language (ESL) programs. The guide is organized as follows: student goals and objectives, student characteristics, student identification, classroom activities, classroom materials, and classroom organization. Specific language characteristics of Hmong, Vietnamese, Cambodian (Khmer), Mien (Lao), Chinese, and Spanish are summarized briefly, as are cultural traits. Suggestions are offered for visual assessment, and specific activities are identified for symbolizing writing, developing sensory-motor skills, understanding that letters represent sounds/words, developing basic sight vocabulary, and developing basic writing skills. Basic classroom materials are identified, including many that are commercially available. Classroom organization is described for teachers in a "regular" ESL class, a nonliterate ESL class, in a class with an aide, and with equipment. An experimental summary of sequence and content is appended. Contains 7 references. (Adjunct ERIC Clearinghouse on Literacy Education) (LB)

ED 337 059 FL 800 390

Cumming, Alister And Others

Learning ESL Literacy among Indo-Canadian**Women. Final Report.**

Spons Agency—Department of the Secretary of State, Ottawa (Ontario). Multiculturalism Directorate.

Pub Date—Jun 91

Note—49p.

Pub Type—Reports — Research (143)

EDRS Price — MF01/PC02 Plus Postage.

Descriptors—*Adult Literacy, Bilingual Students, Cultural Differences, *English (Second Language), *Females, Immigrants, Minority Groups, Punjabi, *Second Language Instruction

Identifiers—Canada, *Punjabis

Educational issues were studied as related to women in one visible minority population in the Vancouver area—recent immigrants from the Punjab state in India. The 10-month demonstration project involving 13 participants is analyzed in terms of five research topics: participation in the program, Punjabi-English biliteracy, classroom instruction and learning, long-term impacts of ESL literacy acquisition, and public information materials that affect their use among program participants. An effort was made to provide culturally relevant instruction and then assess it for its wider use. Curriculum decisions were made by the instructor in consultation with students, researchers, and an advisory committee. Among the findings were that: (1) participation in the program was influenced by length of residence in Canada, family roles and support, knowledge of English, expectations for further education or work, and awareness of Canadian institutions; (2) uses of English and Punjabi literacy were differentiated according to social action domains; and (3) learning was affected by language code, self-control strategies, personal and social knowledge, and social experience. Appended are a list of the advisory

committee and three Punjabi-English usage charts. Contains approximately 100 references. (Adjunct ERIC Clearinghouse on Literacy Education) (LB)

ED 337 060 FL 800 394

Gustafson, Uwe

Developing a Successful Community Supported Literacy Program. The Adivasi Oriya-Telugu Adult Literacy Project, Araku Valley, India.

Pub Date—25 Oct 90

Note—22p.; Paper presented at the International Literacy Year Colloquium (Washington, DC, October 25, 1990).

Pub Type—Speeches/Meeting Papers (150)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—Adult Basic Education, Adult Literacy, Bilingualism, *Cultural Influences, *Developing Nations, Females, Foreign Countries, *Illiteracy, *Literacy, Personal Narratives, Program Development, Second Language Instruction, Uncommonly Taught Languages

Identifiers—Adivasi Oriya, *India

A literacy project in the eastern hill ranges of India is reported, based on 20 years of involvement, at the beginning of which the tribal language, Adivasi Oriya, was not yet a written language. The literacy rate among tribals in the agricultural community is about 10%. Researchers studied the tribal language, gave it an alphabet, adapted the Telugu script to the language, and studied the grammar. An Adivasi-Telugu-English dictionary was published in 1989. The literacy project began in 1979 with government support, although the tribal staff had an average of a grade 5 education. Subsequent years of the project saw increasing numbers of participants; by 1989, more than 5,700 tribal adults achieved full literacy in the mother tongue, although only 4.5% of new literates were women. The success of the project is attributed to two primary factors: the primary attention given to the illiterate tribal, and the attention given to time management. Monthly meetings, support of village elders, mother tongue literacy with transition to state/regional language, staff development, and follow-up of new literates are also cited. Biographical stories by one female and one male participant are included. (Adjunct ERIC Clearinghouse on Literacy Education) (LB)

HE

ED 337 061 HE 024 816

Little, Len Peter, Hollis

Motivation and Performance of Older Australian**Academics: A Pilot Study.**

Australian Dept. of Employment, Education and Training, Canberra.

Report No.—ISBN-0-644-13471-2

Pub Date—90

Note—105p.

Available from—International Specialized Book Services, Inc., 5602 N.E. Hassalo Street, Portland, OR 97213 (\$9.95).

Pub Type—Reports — Evaluative (142) — Tests/Questionnaires (160)

Document Not Available from EDRS.

Descriptors—*Administrator Role, *Aging in Academia, Burnout, *College Faculty, *Department Heads, Educational Administration, Faculty Development, Faculty Evaluation, Foreign Countries, Higher Education, *Job Performance, Models, Motivation, Older Adults, Performance Factors, Pilot Projects, Teacher Administrator Relationship, Teacher Burnout, Teacher Morale, *Teacher Motivation

Identifiers—*Australia

A pilot study of the Australian higher education system was conducted to determine the following: (1) whether department heads follow a client-centered, diagnostic/prescriptive model as developed by the Australian Committee of Directors and Principals in Advanced Education (ACDP), and if not, which process is used; (2) which developmental activities suggested in the model are most appropriate for older staff; (3) whether some heads are using techniques that are effective, but are not contained in nor implied by the model and the nature of these techniques; and (4) whether the literature on mid-career crisis, professional burnout, and career stages offers insights into the enhancement of the motivation and morale of older academic staff, and if so, whether these concepts can be incorporated into the ACDP model. Chapters discuss: the study and its design; motivation in a career perspective;

academic performance and aging; other factors affecting academic motivation and performance; a systems model of academic motivation and performance; and the role of department heads in academic motivation, performance, and organization development. An appendix contains the motivation study interview outline. Contains 78 references. (GLR)

ED 337 062 HE 024 871

Woodhall, Maureen

Student Loans in Higher Education: 1. Western Europe and the USA. Report of an IIEP Educational Forum, IIEP Dissemination Programme, Educational Forum Series, No. 1. United Nations Educational, Scientific, and Cultural Organization, Paris (France). International Inst. for Educational Planning.

Pub Date—90

Note—85p.

Available from—International Institute for Educational Planning, 7-9 rue Eugene-Delacroix, 75116 Paris, France.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage. PC Not Available from EDRS.

Descriptors—Access to Education, Developed Nations, Developing Nations, Foreign Countries, Higher Education, *Paying for College, Student Characteristics, *Student Financial Aid, *Student Loan Programs, *Trend Analysis

Identifiers—Denmark, Germany, Netherlands, Sweden, United Kingdom, United States

This report provides a summary of a forum held in Paris at the International Institute for Educational Planning (IIEP) in September 1989. The purpose of the forum was to examine recent changes in industrialized countries in systems of financial support for students in higher education, and in particular to review experiences with student loans as a means of providing financial support. Following an introductory chapter, the report discusses: (1) the reasons for recent changes in student support systems in industrialized countries; (2) the effects of loans on access and participation in higher education; (3) the burden of debt caused by student loans; (4) the effects of demographic and labor market changes; and (5) the implications for developing countries. Annexes include summaries of student support systems from Denmark, the Federal Republic of Germany, Netherlands, Sweden, the United Kingdom, and the United States, and a compilation of financial support for students participating in the European Community Action Scheme for the Mobility of University Students (ERASMUS) program of the European Economic Community. Contains 10 references. (GLR)

ED 337 063 HE 024 872

Woodhall, Maureen

Student Loans in Higher Education: 2. Asia. Report of an IIEP Educational Forum, IIEP Dissemination Programme, Educational Forum Series, No. 2.

United Nations Educational, Scientific, and Cultural Organization, Paris (France). International Inst. for Educational Planning.

Pub Date—91

Note—101p.

Available from—International Institute for Educational Planning, 7-9 rue Eugene-Delacroix, 75116 Paris, France.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage. PC Not Available from EDRS.

Descriptors—Access to Education, Developed Nations, Developing Nations, Foreign Countries, Higher Education, *Paying for College, *Student Financial Aid, *Student Loan Programs, *Trend Analysis

Identifiers—Australia, China, Hong Kong, India, Indonesia, Japan, Malaysia, Philippines, Singapore, Thailand

This report summarizes an educational forum organized by the International Institute for Educational Planning (IIEP) and held in Genting, Malaysia on November 6-8, 1990, to discuss the experience of student loans in Australia, the People's Republic of China, Hong Kong, India, Indonesia, Japan, Malaysia, the Philippines, Singapore, and Thailand. In addition, the forum explored arguments for and against loans as a means of providing financial support for students, and examined the reasons that some countries in the region have adopted loans as a way of financing higher education, while others have rejected the idea. Following

an introductory chapter, the report discusses: (1) the existing patterns of finance for higher education and systems of student support; (2) the reasons for interest in student loans; (3) the administration of loan programs; and (4) the feasibility of student loans and their role in educational finance. Appendices include summaries of student support systems from each of the countries involved in the study. Contains 17 references. (GLR)

ED 337 064 HE 024 873

Clements, Andrea D.

Teaching Undergraduates To Think about Ways To Accommodate Student Differences through Guided Inquiry.

Pub Date—91

Note—13p; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (New Orleans, LA, November 1991).

Pub Type—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Cognitive Processes, Educational Psychology, Education Courses, Education Majors, Higher Education, *Inquiry, *Instructional Effectiveness, *Learning Processes, Lecture Method, *Questioning Techniques, Student Evaluation, Synthesis, *Teaching Methods, Thinking Skills, Undergraduate Study

This study was designed to demonstrate whether students attain a higher level of learning when they are required to synthesize information through a process of inquiry and believe they will be evaluated with essay questions. The control section of an introductory educational psychology class was taught about accommodating student differences, through the use of lecture, writing important terms on a blackboard, and allowing students to ask questions during the lecture period. The experimental section was taught the same material but through a process of guided inquiry. A comparative evaluation was conducted using an essay question and an attitude questionnaire. Analysis of the results showed that neither the essay nor the attitude measure revealed significant differences between the experimental and control classes. It was felt that this is because guided inquiry requires more instructional time than the lecture method, but both teaching methods were allotted equal time. Contains eight references. (GLR)

ED 337 065 HE 024 874

Posey, Ellen I.

Georgia State University Spending Patterns and the Atlanta Economy, 1989. Institutional Research Report No. 90-24.

Georgia State Univ., Atlanta. Office of Institutional Research.

Pub Date—May 90

Note—28p.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—College Faculty, College Students, *Economic Impact, *Employment Patterns, *Expenditures, Higher Education, Institutional Research, Questionnaires, *School Community Relationship, School Statistics

Identifiers—*Georgia State University

This study sought to provide an up-to-date picture of the substantial dividend of jobs and income which Georgia State University provides to the Atlanta area. The study proceeded in six phases: (1) collection of direct university enrollment, payroll, and spending data; (2) survey and estimation of student spending; (3) survey and estimation of faculty/administration/staff spending; (4) calculation of the local multiplier; (5) calculation of employee equivalent of student spending; and (6) computation of the university's total impact on local income and employment. The principal findings revealed that the university provided 2,249 full-time jobs and 747 part-time jobs in 1989, and that university-related spending generated an additional 2,835 full-time positions in the Atlanta community. In addition, it was found that the average student annually spent \$11,682 in the local economy, the faculty/administration/staff members spent locally an average of \$20,081 each, and direct spending by the university, faculty/administration/staff, and students totaled \$156,604,167 (excluding expenditures by most part-time students). Appendices include the student and faculty/administration/staff questionnaires, university data, and several computational analyses. Contains 17 references. (GLR)

ED 337 066 HE 024 875

Carlson, Christina E. Prather, James E.

An Environmental Analysis: Issues and Trends for Planning and Assessment. Institutional Research Report No. 90-21.

Georgia State Univ., Atlanta. Office of Institutional Research.

Pub Date—Apr 90

Note—61p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Data Analysis, Educational Change, *Educational Environment, *Educational Planning, Educational Strategies, Enrollment Trends, *Environmental Influences, Higher Education, *Institutional Environment, Long Range Planning, *Trend Analysis

Identifiers—*Georgia State University

This report revises and updates environmental trends that affect present and future planning and assessment at Georgia State University (GSU). The purpose of this environmental analysis is to determine the major trends in the environment, the implications of these trends for higher education and for the institution, and significant opportunities and potential problems that may arise in the context of these trends and their implications. The major environmental areas that are identified and discussed are the school's macroenvironment (including demographic, cultural, technological, economic, and political forces), internal environment, market environment, public environment, and competitive environment. Information from national, regional, and state sources, as well as from reports issued as a part of the ongoing program of institutional research at GSU are used in the analysis. The report concludes that GSU is in an excellent position to successfully meet the potentially difficult problems facing higher education during the 1990s. Contains 15 references. (GLR)

ED 337 067 HE 024 877

Hand, Carol A.

Ethnic Enrollments at Major Urban Universities.

Report No. 89-11.

Georgia State Univ., Atlanta. Office of Institutional Research.

Pub Date—Sep 88

Note—15p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—American Indians, Asian Americans, Black Students, Comparative Analysis, *Enrollment Trends, *Ethnic Groups, Foreign Students, Higher Education, Hispanic Americans, Land Grant Universities, State Colleges, State Universities, Undergraduate Study, *Urban Schools

Identifiers—Georgia (Atlanta), Georgia State University, United States (Southeast)

This report focuses on ethnic enrollment percentages at major urban institutions for fall 1984 and 1986. Information is also provided for selected urban and land-grant universities in the southeast United States and for Atlanta, Georgia, area institutions. The data consist of enrollment information gathered for the Office of Civil Rights every 2 years, most recently in 1986. The major findings of the report include: (1) Georgia State University's (GSU) black student enrollment was 16.1%, and of the 26 urban universities selected for the study, 21 had lower percentages of black students, and 4 had higher percentages; (2) there were 11 Atlanta-area institutions whose percentages of black students were lower than that of GSU, and 5 had higher percentages (excluding predominantly black schools); (3) total enrollment at GSU rose from 21,366 in 1984 to 21,835 in 1986, with 15 of the selected 26 urban institutions experiencing enrollment increases in the 2-year period; and (4) ethnic enrollments in general at GSU and other urban institutions varied little over the 2-year period. It is noted that while many institutions have experienced declines in the enrollment of black students, GSU has maintained its enrollment of this minority group, but to do so in future years will be more difficult due to fewer black students participating in higher education and the availability of other competitive sources of postsecondary education. (GLR)

ED 337 068 HE 024 878

Barkhimer, Meg Dorsett, Yvonne

Institutional, Situational and Dispositional Obstacles Encountered by the Re-entry Graduate Woman.

Pub Date—[91]

Note—19p.

Pub Type—Reports - Research (143) — Tests/

Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College Students, Females, *Graduate Study, Higher Education, Perception, *Reentry Students, *Student Adjustment, Student Attitudes, Surveys, *Womens Education

Identifiers—Bowling Green State University OH

Women who enter college after a significant interruption in their education often face obstacles or barriers that affect their success. These obstacles are typically classified into one of three categories: institutional barriers, situational barriers, or dispositional barriers. This study, conducted with 47 graduate women with a mean age of 34.7 years at Bowling Green University (Bowling Green, Ohio), examined the perceptions of re-entry women with respect to obstacles to their education. The results indicated that graduate women experience the same types of obstacles as undergraduate women, despite characteristically higher levels of skill and experience in education. The obstacles of greatest concern to the women surveyed included scheduling conflicts between college classes and job/family duties, the financial burden, guilt surrounding neglected parental and family responsibilities, and self-imposed pressure to excel academically. Appendices contain the survey instrument and a demographic questionnaire. Contains 23 references. (GLR)

ED 337 069 HE 024 879

Texas Nursing Education Cost Study and Funding Recommendations. A Report to the Legislative Budget Board from the Texas Higher Education Coordinating Board in Response to: 71st Legislature, Senate Bill 222, Article III, Rider 25, Regular Session 1989.

Texas Higher Education Coordinating Board, Austin.

Pub Date—Oct 90

Note—36p.

Pub Type—Reports - Descriptive (141) - Numerical/Quantitative Data (110)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Community Colleges, Comparative Analysis, *Expenditure per Student, *Financial Support, Graduate Study, Health Services, Higher Education, *Nursing Education, Operating Expenses, *Program Costs, Public Colleges, Teacher Salaries, Teaching Hospitals, Two Year Colleges, Undergraduate Study

Identifiers—*Texas

This report presents results of a comparative cost study of nursing education programs provided by community colleges, general academic institutions, and health science centers. The study delineates and explains differences in costs and recommends a formula to allocate all general revenue funds appropriated for nursing education programs. The report first presents the study's findings and conclusions about the health care industry, Texas nursing education, and funding recommendations. Next, the report provides background information on the health care industry and a description of nursing education in Texas as it has evolved in the community colleges, general academic institutions, and health care centers. Tables compare the total costs per student to complete the certification or degree program, based on type of institution and type of program. Finally, formula recommendations for funding are presented. Appendices include the recommended formulae for state-support of vocational-technical programs, for faculty salaries and departmental operating budgets, and for nursing faculty salaries in health science centers. Contains 10 references. (GLR)

ED 337 070 HE 024 880

Core Curriculum: Making the Connections. Proceedings of a Conference sponsored by the Texas Higher Education Coordinating Board (Houston, Texas, July 20-23, 1990).

Texas Higher Education Coordinating Board, Austin.

Spons Agency—National Endowment for the Humanities (NEAH), Washington, D.C.

Pub Date—Jul 90

Note—80p.

Pub Type—Collected Works - Proceedings (021)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Core Curriculum, Critical Thinking, *Curriculum Development, Educational Planning, *General Education, Higher Education, Integrated Curriculum, *Interdisciplinary Approach, Liberal Arts, Multicultural Education, Skill Development, Undergraduate Study, Writing (Composition)

Identifiers—Texas

Texas faculty and administrators from various colleges and various disciplines met to discuss the development and implementation of a core curriculum at their institutions. A summary provides brief synopses of the speeches delivered and the panel discussions. The document then provides the text of the welcoming remarks; the keynote address; closing remarks; and panel discussions and speeches from general sessions concerning the core curricula and multicultural education, learning communities, and stimulating critical thinking skills in freshman writing classes. Appendices include the conference program and list of conference participants. Contains 10 references. (GLR)

ED 337 071 HE 024 881

Diekhoff, George M. Wigginton, Phil K. Assessing College Classroom Environment Using Free Description: A Methodological Demonstration.

Pub Date—[88]

Note—14p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adjectives, *Classroom Environment, Classroom Research, College Faculty, College Freshmen, College Sophomores, Higher Education, *Informal Assessment, *Measurement Techniques, Research Methodology, Teacher Attitudes, *Teaching Styles, Undergraduate Study

Identifiers—Midwestern State University TX

This paper addresses the measurement of classroom environment and proposes an alternative approach to assessing classroom environment that allows subjects greater spontaneity and provides greater descriptive flexibility. A study asked 31 college professors at Midwestern State University of Wichita Falls, Texas, to generate lists of adjectives describing their large freshman and sophomore lecture classes. Interclassroom similarities were measured using adjective overlap. These similarities were subsequently analyzed using cluster analysis to classify classroom climate into three categories: "scholarly," "socially responsive," and "laid back." Out of 31 classroom environment descriptions, 19.4% were classified as "scholarly," 38.7% as "socially responsive" and 22.6% were classified as "laid back." (Six-19.4% of the 31 fell outside these categories.) It was concluded that free description yields unconstrained data that can be meaningfully analyzed; however, the methodology is not being offered as an indictment of standardized measures of the classroom environment. Other applications of this methodology are suggested. Contains 16 references. (GLR)

ED 337 072 HE 024 883

Mohle, Horst. Dynamic Changes in Higher Education in Eastern Germany.

Pub Date—[Jul 91]

Note—19p.

Pub Type—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Freedom, Change Strategies, Colleges, Cross Cultural Training, *Educational Change, *Educational Environment, Educational Planning, Foreign Countries, Group Unity, *Higher Education, *Political Influences, *Social Change, Universities

Identifiers—*East Germany, Germany

This paper analyzes the development of higher education and evaluates the changes being introduced at universities and university colleges in eastern Germany. The paper discusses: (1) a brief outline of higher education in the new German states; (2) main aspects of the socially essential changes; (3) the basic character of the changes; (4) the establishment of autonomy by the former East Germans; (5) the reorganization of initial and further training; (6) the reform of research carried out at universities and university colleges; (7) the development of contacts with establishments of higher education abroad; and (8) changes in the structure and running of higher education. Contains an 18-item bibliography. (GLR)

ED 337 073 HE 024 884

Flawn, Peter T. A Primer for University Presidents: Managing the Modern University.

Report No.—ISBN-0-292-76522-3

Pub Date—90

Note—224p.

Available from—University of Texas Press, P.O.

Box 7819, Austin, TX 78713-7819 (\$24.95).

Pub Type—Books (010) — Guides - Non-Classroom (055)

Document Not Available from EDRS.

Descriptors—*Administrator Role, Advisory Committees, Budgeting, *College Administration, College Athletics, College Faculty, *College Presidents, Colleges, Committees, Curriculum Development, Educational Facilities, Governance, Government School Relationship, Higher Education, Institutional Advancement, Intercollegiate Cooperation, Public Agencies, Universities

This book is a practical guide to the management of a university. It discusses the role of the university president and offers advice on areas ranging from establishing the university agenda to timing for retirement. Discussions include all aspects of life in a major research university: governance and management, working with committees, campus facilities, faculty, curriculum, students, research and scholarship, budget and planning, intercollegiate athletics, academic ceremonies and official occasions, development, and relations with governmental agencies and other outside constituencies. Contains an index. (GLR)

ED 337 074 HE 024 885

Naval Academy: Low Grades in Electrical Engineering Courses Surface Broader Issues. Report to Congressional Requesters.

General Accounting Office, Washington, DC. National Security and International Affairs Div.

Report No.—GAO-NSIAD-91-187

Pub Date—Jul 91

Note—33p.

Available from—U.S. General Accounting Office, P.O. Box 6015, Gaithersburg, MD 20877 (1-4 copies, free; 5+ copies, \$2.00 each; 100+ copies, 25% discount).

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Achievement, *Academic Standards, Administrative Change, Cheating, Engineering, *Grades (Scholastic), Higher Education, Labor Problems, *Labor Turnover, *Military Schools, Military Science, Morale

Identifiers—*Naval Academy MD

This report discusses findings of a study of two issues during the 1989-90 academic year at the United States Naval Academy: the removal of the Chairman of the Electrical Engineering Department, and the Superintendent's decision to give a final electrical engineering examination that might have been compromised. The study reviewed the effect of these two incidents on the faculty and examined the Naval Academy's subsequent efforts to analyze and improve the performance of midshipmen in introductory electrical engineering courses. Actions by Academy officials included reducing the amount of material covered, changing the textbooks, and trying to increase student motivation to complete homework problems. Some significant improvements in midshipman performance have already appeared, but it was not known whether this was a result of actions that have reduced the difficulty of the courses, of lenient grading practices, or both. Additional issues requiring more attention included minimum professional core competencies, the adequacy of study time, and extra instruction for midshipmen having academic difficulty. Appendices include background information concerning the EE312 final examination, Naval Academy efforts to improve midshipman performance in electrical engineering, and background events leading to the removal of the Electrical Engineering Department Chairman. Recommendations are provided. (GLR)

ED 337 075 HE 024 887

Sturges, David L. And Others. Business Communication: An Undergraduate and Graduate Experience with Global Perspectives.

Pub Date—7 Mar 88

Note—41p.; Paper presented at the Conference on Languages and Communication for World Business and the Professions (8th, Ypsilanti, MI, March 7, 1988).

Pub Type—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Business Administration Education, *Business Communication, Communication Skills, *Course Descriptions, Educational Change, *Global Approach, Graduate Study, Higher Education, Intercultural Communication, International Communication, Undergraduate Study

This paper proposes a course in business communication that includes international or global perspectives in its philosophy, content, and assignments. The course is proposed because current business education does not thoroughly address the global perspective in business communication, thereby making graduates assuming leadership roles in American business prone to errors in judgment or practice. A suggested course is outlined and illustrated through a syllabus that meets American Assembly of Collegiate Schools of Business standards for accreditation. In the course, international perspectives permeate the entire theoretical framework underlying organizational communication as well as the pragmatic aspects introduced by the need to communicate across borders and among cultures. The paper also includes a schema that describes how the course is taught in 45 contact hours, a description of a capstone project or case analysis with international aspects, and a 14-item reading list to be used primarily in graduate course work. The sample case analysis studies Pan American State Bank and its international concerns, with written analysis and 17 tables of data. Also included is a communication audit plan, which is a detailed series of questions with international components to be asked about an organization during the type of situational audit that students might undertake as part of this course. (JB)

ED 337 076 HE 024 888

Cima, Lawrence R. Daley, James M.
Internationalizing the Business School Curriculum
by Internationalizing the Business School Faculty.

Pub Date—7 Mar 88

Note—26p; Paper presented at the Conference on Languages and Communication for World Business and the Professions (8th, Ypsilanti, MI, March 7, 1988).

Pub Type—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Accreditation (Institutions), *Business Administration Education, *Curriculum Development, Educational Change, *Faculty Development, *Global Approach, Higher Education, Intercultural Communication, Program Implementation, Teacher Workshops

Identifiers—Internationalism, *John Carroll University OH

In order to meet the challenge of today's global business environment and accreditation requirements for "internationalization," the School of Business at John Carroll University in Ohio undertook a 2-year project to enhance the internationalization of its faculty. The core of the project involved a set of on-site workshops on curriculum internationalization for the faculty in four functional areas: accounting, finance, marketing, and management. The workshops were led by recognized experts and provided faculty with materials and strategies for infusing international materials into the targeted core courses. Faculty were then encouraged to include international class endeavors in their teaching. A project director was available to assist and monitor faculty, and syllabi were collected for each course and reviewed for international materials. Later, an outside evaluator visited campus; studied syllabi; interviewed faculty, administrators, and students; and wrote a report regarding the findings. Related efforts included hiring a recognized expert in international business and developing a faculty exchange with a university in the People's Republic of China. The overall project was deemed successful because the School of Business regained accreditation status that it had lost due to the earlier lack of internationalization in the curriculum. Included are 12 references. (JB)

ED 337 077 HE 024 889

Esemuede, Samuel I.

How to Internationalize the Business School Curriculum: The Case of Japan and Multinational Corporations.

Pub Date—7 Mar 88

Note—24p; Paper presented at the Conference on Languages and Communication for World Business and the Professions (8th, Ypsilanti, MI, March 7, 1988).

Pub Type—Speeches/Meeting Papers (150) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Business Administration Education, *Curriculum Development, Educational Change, *Global Approach, Higher Education, Intercultural Communication, International Communication, International Trade

Identifiers—Africa, Asia, Europe, *Japan, Latin America

In the wake of recent global political changes and an increase in international trade, this study examines principles for restructuring United States business school curricula to meet the challenges in global trade. First the paper examines business perceptions in Asia, Europe, Latin America, and Africa and recommends incorporating business perceptions in foreign countries into business school curricula. The European custom of recruiting high-level civil servants for positions in the upper levels of private industry is discussed and treatment of this phenomenon is recommended for International Management courses. There follows an examination of Japanese management style and how that helps their penetration of international markets. Also treated are the difficulties that non-Japanese firms face in trying to enter markets in Japan. Next, communication and cultural barriers are discussed, particularly as they affect international trade. A conclusion calls for a rekindling of the American pioneering spirit in business school education in order to meet the challenges posed by global markets. In addition, at least one foreign language course and courses with an international focus are recommended as part of a required core program. The text includes 21 references and seven notes. (JB)

ED 337 078 HE 024 890

Davidson, Lawrence S. Gumnior, Elisabeth C.
Teaching Business Students To Learn about Global Issues through Writing.

Pub Date—7 Mar 88

Note—14p; Paper presented at the Conference on Languages and Communication for World Business and the Professions (8th, Ypsilanti, MI, March 7, 1988).

Pub Type—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Business Administration Education, College Students, *Economic Research, Educational Change, *Global Approach, Higher Education, Program Development, Student Projects, Student Research, *Team Teaching, Writing (Composition), Writing Assignments, *Writing Instruction, Writing Skills

Identifiers—Europe, *Indiana University Bloomington, *Writing to Learn

A "write to learn" collaboration between a business professor and a writing teacher at Indiana University's School of Business improved both student writing skills and knowledge of international economic policy issues. As part of a larger Indiana University project to improve undergraduates' writing skills, a course titled "Business Conditions Analysis," designed to familiarize students with macroeconomic policy and models and to help them to apply these to real-life global situations, involved lectures and a complex writing assignment. Throughout the course each student investigated different macroeconomic aspects of one particular European country which he or she had selected. The students' first reports indicated that they knew how to research information and that they regarded research as more important than writing. For the second report drafts and a one-on-one conference with a writing consultant were required. These reports showed marked improvement due to the length of time spent on the actual writing and the increased knowledge of the topic. The third report required preliminary drafts, and a small group meeting with the writing instructor which introduced a collaborative research concept. Overall the students learned to see writing as part of the process of learning rather than simply a product. (JB)

ED 337 079 HE 024 891

Stuck, James M.

A Humanistic Approach to the Teaching of International Business: Integration of the Liberal Arts through Use of "The Economist."

Pub Date—7 Mar 88

Note—16p; Paper presented at the Conference on Languages and Communication for World Business and the Professions (8th, Ypsilanti, MI, March 7, 1988).

Pub Type—Speeches/Meeting Papers (150) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Business Administration Education, Course Evaluation, Economics Education, *Global Approach, Higher Education, *Humanistic Education, International Relations, International Trade, *Reading Assignments, Reading Materials

Identifiers—*Economist (The)

An Indiana professor of business used the British magazine "The Economist" as required reading in courses on international business in order to introduce a global and humanistic element. "The Economist" is a 100-plus page news weekly of economics and finance with a principal goal of increasing understanding of the critical interrelationships between international affairs and the changing realities of the "global village." The instructor arranged to receive a packet of magazines each week. A marked copy of the index page was circulated to students each week indicating which items would be on a brief quiz the following week. A survey of articles found that many were interdisciplinary in nature. Student response to the use of "The Economist" was based on personal observation and the compilation of mid-term and final semester class evaluations over 3 years. Those results were consistently positive, with 80 to 90 percent of students rating "The Economist" first under "Strength of the Course." The reading gave a timeliness and significance to the international business theory covered in lectures and textbooks, while offering a regular, attractive exposure to a global humanistic approach. An appendix contains four marked examples of index pages from "The Economist" issues used in class. (JB)

ED 337 080 HE 024 892

Esemuede, Samuel I.

Teaching Techniques and Course Content for International Finance.

Pub Date—7 Mar 88

Note—22p; Paper presented at the Conference on Languages and Communication for World Business and the Professions (8th, Ypsilanti, MI, March 7, 1988).

Pub Type—Speeches/Meeting Papers (150) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Banking, *Business Administration Education, Computer Assisted Instruction, *Course Content, Discussion Groups, Economics Education, *Global Approach, Higher Education, Independent Study, International Trade, Lecture Method, *Teaching Methods

Identifiers—Finance, *International Finance

Noting the rapid and large changes in international finance over the past 2 decades, this paper offers suggestions for teaching business education courses on international finance. The paper recommends a combination of computer-assisted instruction and electronic classroom, discussion group, independent study, and lecture. Computer-assisted programs offer many software choices, while discussion groups can help build networks among students and opportunities to learn from each other. Independent study can assist in developing research skills, and lectures can bring all the work formats together to provide leadership and direction. Course content suggestions include history of the international monetary system, world economic systems, international trade theory, evolution of the foreign exchange market, interest rate parity, balance of payment accounts, and international banking. Effective education in international finance is considered to be essential for the United States' to maintain a competitive edge in world markets. Fifteen references are included. (JB)

ED 337 081 HE 024 893

Wilson, Chuck

Trends in Distance Education: A Viable Alternative for Higher Education.

Pub Date—May 91

Note—65p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Access to Education, Correspondence Study, *Distance Education, *Educational Innovation, Educational Radio, Educational Television, Educational Trends, Higher Education, Instructional Development, Teacher Role, *Teaching Methods, *Teaching Models, Telecourses

This report presents distance education as a viable alternative to more traditional college course-offerings. The argument is made that the most effective competitive strategies are innovative and effective educational strategies, of which distance education is one. The report first discusses distance education in theory and practice and reviews various typologies, distance delivery programs, and theoretical models. Next, the instructional considerations in using distance education are explored, including fac-

tors involved in student learning, teaching styles, and teacher role. Finally, the report presents the opportunities and challenges of distance education, including the steps needed for bridging the gap with higher education and what the future may hold for this form of education. Contains 62 references. (GLR)

ED 337 082 HE 024 894

Teichler, U. And Others

Experiences and Careers of Science and Engineering Fellows Supported by the European Community. Surveys of the EC Training Fellowship Scheme (1968-1988) and of the International Scientific Cooperation (ISC) Scheme (1985-1989).

Kassel Univ. (West Germany). Scientific Center for Professional and University Research.

Spons Agency—Commission des Communautés Européennes (Luxembourg).

Report No.—ISBN-92-826-1876-5

Pub Date—Oct 90

Contract—EUR-EVAK-5080-D-(CH); EUR-EVAL-0067-D (CH)

Note—194p.

Available from—Office for Official Publications of the European Communities, L-2985 Luxembourg (ECU-15).

Pub Type—Reports - Evaluative (142) - Tests/Questionnaires (160)

Document Not Available from EDRS.

Descriptors—Education Work Relationship, *Engineering Education, *Fellowships, Graduate Students, Higher Education, International Cooperation, *International Educational Exchange, *International Organizations, *Science Education

Identifiers—*European Communities Commission

This book provides the results of a study of recipients and renounces (those who declined the fellowship) of European Community (EC) science and engineering fellowships between 1968 and 1988 and a study of fellows who participated in the International Scientific Cooperation (ISC) Programme, also sponsored by the EC. The first study is based on replies of 1,287 recipients and 407 renounces to written questionnaires. These data were used as a base for the study of the ISC program. The findings for both are presented in four sections. The first part examines aims and major findings of the surveys. The second part, "The EC Training Fellowship Scheme," discusses objectives and methods, a profile of the program and the fellows, analysis of the choice to accept the fellowship, bursary and administrative issues, life in the host country, and impacts of the training on subsequent careers. The next section, "International Scientific Cooperation Scheme," examines aims and methods of the study on the ISC program, profiles of the fellows, the choice process, the fellowship period in Europe, and the impact of the fellowship. Appendixes contain survey tools for fellows, renounces, and hosts of fellows along with a synopsis of questions and sections of the text. Many tables and figures enhance the text. (JB)

ED 337 083 HE 024 898

Nicastro, Mary L.

Characteristics of Interactive Learning Environments in Business Management Courses.

Pub Date—91

Note—27p; This document is the Summary, Conclusions and Recommendations chapter of the Ph.D. dissertation entitled "A Naturalistic Study of Interactive Learning Techniques in Business Management Courses at the Collegiate Level," The Ohio State University, 1991.

Pub Type—Dissertations/Theses - Doctoral Dissertations (041) - Reports - Postgraduate (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Business Administration Education, Case Studies, Classroom Communication, *Classroom Environment, Classroom Techniques, Higher Education, Institutional Characteristics, *Interaction, Learning, Learning Modalities, Learning Theories, Student Characteristics, Teacher Characteristics, *Teaching Methods

Identifiers—*Interactive Learning Process Model

This study sought to develop theoretical propositions for the institutional, course, instructor, and student characteristics of the learning environment where interactive learning techniques are used in college-level business courses. Using an interpretive case study method with examination of documents, observations of instructors and students, and interviews with instructors and students, three courses

were studied: a principles-level accounting course for undergraduate students in a business administration and economics department, a graduate-level Business and Society course taught to first-year business school students enrolled part-time in an evening course, and a principles-level marketing course taught to non-traditional adult students in a Continuing Education Program. The results yielded a set of institutional, course, instructor, and student characteristics consistent with interactive learning and representing a shift from the traditional passive-learner model. Results point to a humanistic approach where learning is interactive, student motivation is intrinsic, and instructors believe students are motivated and can assume responsibility for learning. Included are recommendations for practice, aimed at administrators and instructors, and recommendations for further research. (JB)

ED 337 084 HE 024 908

Phelan, James

Beyond the Tenure Track: Fifteen Months in the Life of an English Professor.

Report No.—ISBN-0-8142-0546-1

Pub Date—91

Note—218p.

Available from—Ohio State University Press, 1070 Carmack Road, Columbus, OH 43210 (\$42.50 hard copy—ISBN-0-8142-0535-6; \$15.95 paper copy—ISBN-0-8142-0546-1).

Pub Type—Books (010) - Opinion Papers (120)

Document Not Available from EDRS.

Descriptors—College English, *College Faculty, *English Departments, English Instruction, *Faculty College Relationship, Faculty Workload, Higher Education, Journal Writing, *Personal Narratives, *Tenured Faculty

Identifiers—*Ohio State University

This book is a journal kept over 15 months from January 1987 to March 1988 by a tenured member of the English Department at Ohio State University (OSU). The book is an attempt to convey the quality and texture of life at OSU, with its ups, downs, and level places; its satisfactions, frustrations, and routines; its successes, disappointments, and standoffs. The emphasis of the book is on the events of work life including teaching courses, relationships with students and colleagues, committee work, and research. Each section tries to capture the changing rhythm of work and the author's feelings about its progress. The book occasionally criticizes and occasionally honors the institutional structures of academic life. Influences of family relationships are also discussed. The five sections of the journal have the following titles: "Winter 1987: Juggling—and Wobbling"; "Spring 1987: Recovering—and Gaining Momentum"; "Summer 1987: Pushing Progressing, Mellowing"; "Autumn 1987: Loading Up, Wearing Down, Hanging On"; and "Winter 1988: Searching, Waiting, Steadying." (JB)

ED 337 085 HE 024 915

Sanders, William A.

Educating Coast Guard Officers. Technical Report

S-90.

Coast Guard Academy, New London, CT. Center for Advanced Studies.

Pub Date—Nov 90

Note—17p.

Pub Type—Guides - Non-Classroom (055) - Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Curriculum Development, *Decision Making Skills, *Educational Philosophy, Educational Principles, Higher Education, Military Schools, *Military Training, *Officer Personnel

Identifiers—*Choice Behavior, *Coast Guard Academy CT

This paper lays out a set of general principles and philosophical assumptions for an educational program for Coast Guard officers. The central theme is the assumption that decision-making in a broad range of contexts is the key feature that characterizes the function of commissioned officers. The concept of educating future officers to make such choices is related to an established model of intellectual development in order to make the connection to course and curriculum design decisions. A section titled "General Structure of the Officer Preparation Curriculum" identifies the basic components of the educational program. A section on "The Importance of Style" follows with a discussion of unity of purpose for the curriculum. Two sections, "Identifying the Issue" and "Finding the Theme," discuss the goal of educating for choice making. The next section, "Making Choices," explores the principle

of free choice in more detail. Subsequent sections translate these ideas into the reality of a military college curriculum: "Choice and the Commissioned Officer," "Attributes of Choice-makers," "Relating Choice to Education," "Educating for Choice-Making," "The Basic Tools," "Putting Theory into Practice," and "Generalizing the Process." "Is It Working?" addresses evaluation and how to build it into the educational system. Six references are included. (JB)

ED 337 086 HE 024 916

Surgeon, Donald L.

A Law-Related Education for Alaskans.

Pub Date—Jun 90

Note—259p.; Master's Thesis, University of Alaska, Southeast.

Pub Type—Dissertations/Theses - Masters Theses (042)

EDRS Price - MF01/PC11 Plus Postage.

Descriptors—*Course Content, Court Litigation, *Curriculum Development, Educational Objectives, *Educational Planning, *Instructional Materials, *Law Related Education, *Lesson Plans, Secondary Education, State Legislation, Units of Study

Identifiers—*Alaska

This paper reviews law-related education and suggests ways to implement this type of education in Alaska's secondary schools. Ten reasons for teaching law-related education are presented including the following: research demonstrates the effectiveness of such education; increases student interest in the law; helps students become effective citizens; deters juvenile delinquency and youth crime; and encourages peaceful conflict resolution. Ten characteristics of effective law-related education programs are then presented. These include: involvement of outside resource persons; use of good teaching methods; small group activities; support by administrators; peer support for teachers; and focus on values clarification and moral development. Since most law-related education materials are based upon federal law and procedure, the creation of Alaska-specific, law-related education materials is encouraged. Ten lesson plans for use in secondary classrooms are presented in the appendix. Lesson plans address such topics as student rights, the Alaska court structure, jury deliberations, misdemeanor sentencing, the right to privacy, the Alaska Oil Spill, and comparative law—the Pacific Rim. Recommendations include the need for teacher/attorney teams state to create additional Alaska-specific lesson plans, and the need to include all law-related education materials into a teacher-accessible computerized data bank. Contains 104 references. (GLR)

ED 337 087 HE 024 918

Scott, Patricia A. Conrad, Clifton F.

A Critique of Intensive Courses and an Agenda for Research.

Wisconsin Univ., Madison. Div. of Summer Sessions and Inter-College Programs.

Pub Date—4 Mar 91

Note—84p.

Pub Type—Reports - General (140)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Course Evaluation, Criticism, Educational Policy, Educational Research, Higher Education, Literature Reviews, *Minicourses, Outcomes of Education, *Program Effectiveness, Program Length, Student Attitudes, Teacher Attitudes, Time Factors (Learning), Time on Task

This paper summarizes and critiques the literature concerning the development and use of time-compressed, intensive course formats in colleges and universities and suggests directions for future inquiry. The paper begins with a discussion of the origins of intensive courses and their development over time. Briefly reviewed are related educational research on time and learning. Next, the paper focuses on studies of educational outcomes as they regard intensive courses. These studies are reviewed based on the type of intensive format investigated (summer, interim, modular, regular term, and weekend), the discipline studied, and the long-term learning effects. Also discussed is research that compares course requirements and practices between these formats. Additionally, literature is examined on student and faculty attitudes regarding different types of intensive formats. The paper concludes with a critique of the literature, some proposed research questions, and a discussion of intensive courses as they pertain to educational policy and practice. Contains 110 references. (GLR)

ED 337 088 HE 024 919

Miser, Keith M., Ed.

Student Affairs and Campus Dissent: Reflection of the Past and Challenge for the Future. NASPA Monograph Series, Volume 8.

National Association of Student Personnel Administrators, Inc.

Pub Date—Mar 88

Note—145p.

Available from—National Association of Student Personnel Administrators, Inc. 1875 Connecticut Ave. Suite 418, Washington, DC 20009-5728 (\$7.50).

Pub Type—Opinion Papers (120) — Collected Works - General (020)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—*Activism, Colleges, *College Students, *Dissent, Essays, Higher Education, History, Policy Formation, *Student Behavior, *Student College Relationship, Student Leadership, Universities

This book addresses the issue of campus dissent through a collection of nine essays written by student deans and other administrators involved in student affairs. Essays are as follows: (1) "Student Affairs and Campus Dissent: An Introduction" (Keith M. Miser); (2) "Student Activism: A Historical Perspective" (Marcia B. Baxter Magolda and Peter M. Magolda); (3) "Student Activism: Growth Through Rebellion" (Deborah Ellen Hunter); (4) "Activism and the Campus Ecology" (James H. Banning and Donna L. McKinley); (5) "Student Activism: Strategies for Leadership" (Patrick M. Brown, Keith M. Miser, and Narbeth R. Emmanuel); (6) "Student Activism Policy: A Statement of Institutional Philosophy" (Keith M. Miser); (7) "A Case Study: Responses to Student Activism" (Michael Reger, Ed.); (8) "The Legacy of Activism: Looking Ahead with Student Affairs" (Robert H. Shaffer); and (9) "Student Affairs and Campus Activism: Final Thoughts and Future Challenges" (Keith M. Miser). Appendices contain various policies, procedures, and regulations concerning student affairs from the University of Vermont, University of Massachusetts at Amherst, Southern Illinois University at Carbondale, and University of Florida. References follow chapters. (GLR)

ED 337 089 HE 024 920

McPherson, Michael S. Schapiro, Morton Owen

Keeping College Affordable. Government and Educational Opportunity.

Brookings Institution, Washington, D.C.

Spons Agency—Andrew W. Mellon Foundation, New York, N.Y.; Spencer Foundation, Chicago, Ill.; Teagle Foundation, New York, N.Y.

Report No.—ISBN-0-8157-5641-0

Pub Date—91

Note—262p.

Available from—The Brookings Institution, 1775 Massachusetts Avenue, N.W., Washington, DC 20036 (\$29.95 cloth cover; \$12.95 paper cover).

Pub Type—Books (010) — Information Analyses (070)

Document Not Available from EDRS.

Descriptors—Access to Education, College Bound Students, College Students, Enrollment, *Financial Needs, Financial Policy, *Financial Support, Higher Education, Money Management, *Paying for College, School Effectiveness, *State Financial Aid, *Student Financial Aid, Trend Analysis

This book evaluates the role of federal and state legislatures in subsidizing higher education and keeping college affordable for Americans of all economic and social backgrounds. It provides evidence to examine whether America's financial resources are being used as effectively as possible in higher education investments. Further, it examines the impact of student aid policies of the last 20 years on such factors as enrollment, institutional effectiveness, and educational opportunity. It is questioned whether federal student aid has encouraged enrollment and broadened education choices of disadvantaged students; whether institutions are now more secure and educationally more effective; and whether the distribution of higher education's benefits, and sharing of its cost, is fairer. In addition, a projection of the likely trends of college affordability is provided. Chapters examine the changing patterns of college finance and enrollment; student financial aid; the supply-side effects of student aid; the effects of incomes, prices, and college choice; the better targeting of student aid; and the development of better public policies for higher-education finance. Among the appendices are a report con-

cerning college costs, financial aid, and enrollment; and an analysis of government support and institutional behavior. Contains 112 references and an index. (GLR)

ED 337 090 HE 024 921

Watson, Rebecca

Implications From a Black Student Culture for More Effective College Teaching: Black Voices in the White Institution.

Pub Date—29 Nov 90

Note—18p.; Paper presented at the Annual Meeting of the American Anthropological Association (New Orleans, LA, November 29, 1990).

Pub Type—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Black Students, College Faculty, *College Students, Comparative Analysis, *Educational Environment, Higher Education, Racial Bias, School Role, State Universities, *Student Attitudes, *Student College Relationship, *Teacher Student Relationship

This ethnographic study describes the engagement of black students at "Midstate State University" (MSU) using Pace's (1978) concept of areas of effort. Further, comparisons are made between the black students at MSU and Fleming's (1984) findings concerning black student perceptions in other predominantly white institutions located in the South—that academic gains and positive interpersonal relationships at these schools were viewed by black students as lacking. The study results show that MSU black students perceive the faculty as cold, unsympathetic, and unapproachable; the public school integration of the 60s affected older students' perception of self; the lack of a forum for demonstrating leadership abilities positioned the black male in a subordinate role and contributed to strife in their interpersonal relationships; and control of racially marked territories and a dearth of black faculty and administrators contributed to a view of the university as a racist institution. Contains nine references. (Author/GLR)

ED 337 091 HE 024 922

Naron, Rosarica G. Widlak, Frederic

Relationship of Academic Variables to National Council for Licensure Examination for Registered Nurse Performance of Graduates in a Selected Associate Degree Nursing Program.

Pub Date—Mar 91

Note—38p.; Ed.D. Practicum, Nova University. Pub Type—Dissertations/Theses - Practicum Papers (043)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Community Colleges, Curriculum Evaluation, Instructional Effectiveness, *Instructional Improvement, Licensure Examinations (Professions), *Nursing Education, Outcomes of Education, *Program Evaluation, Student Educational Objectives, *Test Results, Test Score Decline, Two Year Colleges

Identifiers—City Colleges of IL Olive Harvey College, National Council Licensure Exam Registered Nurses

This report addresses the unstable and unsatisfactory performance of Chicago, Illinois' Olive-Harvey College's (OHC) associate degree nursing (ADN) graduates on the National Council Licensure Examination for Registered Nurses (NCLEX-RN). An ex post facto correlation study was designed to determine the worthiness of pre-nursing admission course grades, test scores, support course grades, nursing course grades, and the number of repeated nursing courses as predictive variables for NCLEX-RN performance. Study results revealed that there were significant correlations between the grades in several nursing courses; the score on the OHC comprehensive examination; and number of repeated nursing courses and the NCLEX-RN score. It was determined that nursing students who were experiencing difficulties in passing nursing courses at both levels of the nursing program were likely to fail the NCLEX-RN. Suggestions included: (1) that programs and services such as counseling, individualized academic assistance, and NCLEX review be offered to help the individual student better prepare for the NCLEX-RN examination; and (2) that faculty should reevaluate the program's pre-nursing and support course requirements and be given administrative support in implementing changes. The appendix contains the program guide for the Olive-Harvey College Department of Nursing. Contains 15 references. (GLR)

ED 337 092 HE 024 923

Denton, David R.

Recruitment and Retention of Minority Medical Students in SREB States.

Southern Regional Education Board, Atlanta, Ga. Pub Date—91

Note—61p.

Available from—Southern Regional Education Board, 592 Tenth Street, N.W., Atlanta, GA 30318-5790 (\$7.50).

Pub Type—Information Analyses (070) — Reports - General (140)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Access to Education, Admission Criteria, College Applicants, Comparative Analysis, *Enrollment, Evaluation Criteria, Higher Education, Medical Education, *Medical Schools, *Medical Students, *Minority Groups, School Holding Power, Selective Admission, Student Needs, Student Recruitment

This report addresses the problem of underrepresentation of minorities in the health care professions and presents results of a comparative study that examined the factors differentiating schools that enroll and graduate relatively large numbers of minority students from those who do not. Study findings revealed that schools with higher minority student enrollment tend to be more aggressive in minority recruiting, have significantly more applicants in every minority category, interview higher proportions of minority student applicants for admission, and judge qualifications of applicants much more broadly. Also, low-minority schools tended to emphasize Medical College Admission Test scores, using arbitrary minimum scores to exclude many minority applicants from consideration, while high-minority schools emphasized subjective factors like character and background. The study also found that those high-minority schools that accepted some students who they knew in advance would have difficulty with the curriculum, also were far better in providing the necessary assistance than low-minority schools, including identifying students in need of financial support and making efforts to assist them when possible. Profiles are provided of 16 medical schools with high-minority enrollments. Contains 25 references. (GLR)

ED 337 093 HE 024 924

Zikopoulos, Mariani, Ed.

Profiles 1989-1990. Detailed Analysis of the Foreign Student Population.

Institute of International Education, New York, N.Y.

Spons Agency—United States Information Agency, Washington, DC. Bureau of Educational and Cultural Affairs.

Report No.—ISBN-87206-187-6

Pub Date—91

Note—204p.; Several tables may not reproduce clearly due to small/broken print.

Available from—Institute of International Education, 809 United Nations Plaza, New York, NY 10017 (\$37.95).

Pub Type—Numerical/Quantitative Data (110) — Information Analyses (070) — Reports - General (140)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—Census Figures, Comparative Analysis, Data Analysis, *Enrollment Trends, *Foreign Students, Geographic Regions, Graduate Study, Higher Education, Postsecondary Education, Statistics, *Student Characteristics, Student Subcultures, Undergraduate Study, Units of Study

This publication provides a complete census and analysis of the foreign postsecondary student population studying in the United States. The report consists of five chapters. The first chapter compares "Open Doors" (a statistical compilation on foreign students) and this publication, pointing out the unique contributions of each publication as well as the advantages of combining data from both publications to gain information not available in either one. Chapters 2 through 5 report the major findings of the survey in the following areas: (1) the characteristics of subgroups of foreign students in the United States; (2) analyses of foreign student populations at different geographic locations; (3) analyses of graduate and undergraduate foreign students; and (4) an examination of groups of students in the most populous fields of study. (Statistical tables and charts comprise over 60% of the publication.) Appendices include the research methodology and technical notes on the data; breakdowns by field of study and gender as well as by field of study, academic level, and gender; and a report on the characteristics (field of study, gender, and academic level)

of foreign students from each country or other place of origin as well as subregion and world region. (GLR)

ED 337 094

HE 024 925

Rodriguez, Ana Maria

Multicultural Education: Some Considerations for a University Setting.

Pub Date—15 May 91

Note—21p.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Cultural Differences, Cultural Pluralism, Curriculum Evaluation, *Educational Change, *Educational Quality, Equal Education, Faculty Development, Higher Education, Inter-group Education, *Multicultural Education, Multicultural Textbooks, *Outcomes of Education, School Community Relationship, Student College Relationship

Identifiers—*Diversity (Student)

This paper examines multicultural postsecondary education and provides a framework through which equal learning outcomes can be delivered. The paper begins by clarifying what constitutes multicultural education, defines it, discusses common misconceptions, and examines how the goals of multicultural education have changed over the years. Next, the current goal of multicultural education (attaining equal learning outcomes) is discussed by examining the fundamental conditions upon which it is believed equitable instruction is built: excellence and equity; high expectations; and different instructional treatments. Then, the paper examines the framework for attaining equal learning outcomes by first discussing the areas of educational reform that are considered necessary at the university level in the areas of administrative leadership and resources, faculty involvement and support, and community responsiveness. Finally, an outline is provided of the framework itself which is comprised of faculty development, curriculum reform, program development and assessment, varied instructional methods, and the development of a supportive campus. It is suggested that these components need to be in place at university campuses in order to achieve equitable learning outcomes, but that each component must be developed and implemented by a campus in line with its contextual needs and interests. Contains 23 references. (GLR)

ED 337 095

HE 024 926

Yarborough, Marilyn V.

Program Review of Legal Education.

State Univ. System of Florida, Tallahassee. Board of Regents.

Report No.—BOR-90-3

Pub Date—Aug 91

Note—44p.

Available from—State University System of Florida, 325 W. Gaines, Rm 1626, Tallahassee, FL 32399.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Access to Education, Admission (School), College Faculty, Evaluation, *Facility Improvement, *Facility Requirements, Higher Education, *Law Schools, Library Facilities, Minority Groups, Needs Assessment, *Program Evaluation, Salaries, Site Analysis

Identifiers—*Florida State University, *University Of Florida

This report presents results of a follow-up review, conducted by the State University System of Florida Board of Regents, of the law schools at the University of Florida and Florida State University. The review first provides a summary of the original 1985 and 1990 studies, as well as a description of Florida's legal education contained in the 1985 report, including commentary on data cited in that report. Next, each university is examined covering areas such as faculty composition (women and minority instructors) and quality, salary range, admissions and financial aid available, interdisciplinary activities, educational facilities, library salaries, and professional skills training. The paper concludes with observations and corrective recommendations for both schools. The appendix provides a statement that addresses minority access to legal education in Florida. Among the considerations to be considered by the University of Florida are to correct the lack of space in the law library, and develop better communications between the College of Law and the Graduate School Office in order to facilitate cooperation and appropriate linkage. Considerations to be considered by Florida State University include the

addition of an experienced law school administrator, and improvement in the amount of instruction and supervision of the externship programs. (GLR)

ED 337 096

HE 024 927

A Report on Student Financial Aid at Degree-Granting Postsecondary Institutions in New York State: 1987-88 to 1989-90.

New York State Education Dept., Albany. Bureau of Postsecondary Research and Information Systems.

Pub Date—Jul 91

Note—148p.

Pub Type—Numerical/Quantitative Data (110) — Reports - General (140)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Comparative Analysis, Enrollment, *Financial Support, Full Time Students, Graduate Study, *Grants, Higher Education, Private Colleges, State Colleges, Statistics, *Student Financial Aid, Trend Analysis, Undergraduate Study

Identifiers—City University of New York, New York University, State University of New York
This report provides a complete accounting of financial aid available to students at New York's degree-granting postsecondary institutions. It shows trends in financial aid from state, federal, institutional, and private sources for academic years 1987-88, 1988-89, and 1989-90. The report presents trends in total funds available to all students; examines trends in aid per student, using full-time equivalent students as a measure of enrollment; and compares aid trends to changes in undergraduate expenses, other economic indicators, and enrollment trends. The first section provides an overview of all student aid funds. The following sections contain detailed tables showing funds and recipients for specific aid programs, with separate tables for pre- and post-baccalaureate students in each sector, at each type of institution in each sector, and at each type of institution within sectors. The appendices contain a glossary of terms; a description of student aid data sources and data adjustments; and a list of institutions included in each sector and type category used in the report. (GLR)

ED 337 097

HE 024 928

Bilello, Joseph

Interaction and Interdependence: University-based Architectural Education and the Architectural Profession.

Pub Date—[91]

Note—12p.

Available from—American Institute of Architects, 1735 New York Ave NW, Washington, DC 20006 (\$10.00).

Pub Type—Information Analyses (070) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Administrator Attitudes, *Architectural Education, College Faculty, Cooperation, Higher Education, Interaction, Intergroup Relations, Outcomes of Education, *Professional Education, Professional Occupations, Student Attitudes, Teacher Attitudes

This paper explores the relationship between university-based professional education and society as viewed by the architectural profession. The problem under investigation is the extent to which university-based professional education has become disjointed and more university-referential, less interdependent, and less interactive with society, and how the connections between education, practice, and society are put under stress. First, the report presents an overview of the history of the architectural profession, its education, regulation, standardization, and its involvement to being more attentive to specialized educational concerns versus professional preparation. Next, the current issues between architectural education and the profession are examined from the perspectives of university students, faculty, administrators, and practicing architects. Finally, the report discusses ways to improve architectural education and professional preparation stressing interdependent endeavors between academia and the profession. Contains a 36-item bibliography. (GLR)

ED 337 098

HE 024 929

Pettit, Joseph

Listening to Your Alumni: One Way To Assess Academic Outcomes.

Association for Institutional Research.

Report No.—AIR-41-91

Pub Date—91

Note—13p.; Not available in paper copy due to

small print.

Available from—The Association for Institutional Research, 314 Stone Building, Florida State University, Tallahassee, FL 32306-3038.

Pub Type—Information Analyses (070) — Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Alumni, Alumni Associations, College Graduates, *College Outcomes Assessment, *Evaluation Research, *Graduate Surveys, Higher Education, Measurement Objectives, *Outcomes of Education, Program Effectiveness, School Effectiveness

This paper briefly reviews the early efforts at forming alumni associations and organizing alumni reunions, describes a number of the more recent alumni surveys used in assessment activities, and concludes with suggestions for conducting such surveys. First, pre-1980 alumni surveys that attempted to measure college outcomes are discussed. Next, a list of the goals and measures of institutional effectiveness (from a 1980-1989 literature review) is provided. Assessment efforts are examined that attempted to measure school effectiveness through evaluation of alumni careers, as well as efforts to measure the satisfaction alumni felt concerning their liberal arts education. Next, a discussion of comprehensive alumni studies from the State University of New York, Albany; Tufts University (Massachusetts); and Georgetown University (District of Columbia) are provided, as well as a comparative analysis of the rankings given from each survey of the three most important abilities and skills common to all three surveys and that of the Consortium on Financing Higher Education. The use of standardized alumni surveys from the American College Testing Service, the National Center for Higher Education Management Systems, and the College Board are also discussed. The paper concludes with methodological considerations and suggestions for conducting an alumni survey to assess educational outcomes. Contains 38 references and a 57-item bibliography. (GLR)

ED 337 099

HE 024 930

Miller, Michael T.

The College President's Role in Fund Raising.

Pub Date—91

Note—20p.

Pub Type—Reports - Descriptive (141) — Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Administrator Responsibility, *Administrator Role, *College Presidents, Donors, Financial Needs, *Financial Support, *Fund Raising, Grants, Higher Education, Private Colleges, Private Financial Support, Role Perception

The role of the college president as one of the chief actors in academic fund raising is examined against the background of today's period of financial caution and increased competition for philanthropic support. The paper first provides an overview of the state of the art of fund raising and some ways in which college and universities have responded to the continued emphasis on fund raising. Next, the paper outlines some basic characteristics of a fund raising executive and the alumni response. Finally, the involvement of the college president is discussed in the areas of major and special gifts, the annual fund, planned gifts, grants, and capital campaigns. It is noted that the college president has a responsibility to the successful management of the institution, and is therefore, obligated to a certain degree to fund raising programs. In addition, it is important that the president recognize the value of a strong cultivation program targeted at students in order to provide the base for senior giving programs, class gifts, and reunion giving. Contains 29 references. (GLR)

ED 337 100

HE 024 931

Attitudes about American Colleges 1991.

Gallup Organization, Inc., Princeton, N.J.

Spons Agency—Council for Advancement and Support of Education, Washington, D.C.

Pub Date—11 Oct 91

Note—37p.

Available from—Council for Advancement and Support of Education, Suite 400, 11 Dupont Circle, Washington, DC 20036-1261.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Costs, *Educational Attitudes, Edu-

cation Work Relationship, Federal Aid, *Higher Education, Industry, Opinions, Paying for College, *Public Opinion, Student Loan Programs, Technology

A study was done to measure attitudes and perceptions among the nation's adults regarding higher education. Specifically, the study examined attitudes about national competitiveness and development of new technologies, the importance of a college degree in the market place, the financial burden of a college education, and federal funding of grants and low interest loans. The survey was based on 1,012 telephone interviews among a nationally representative sample of adults, age 18 years and older with interviews taking place in June of 1991. Results of the interviews found that adults consider it more important than ever to have a college degree in order to get a job or advance in a career. In addition, Americans look to the business sector and higher education as leading the way in developing new technologies that will make the United States more competitive in the world marketplace. Eighty seven percent of adults believe that college costs are rising at a rate which will put college out of the reach of most people. Americans are supportive of federally funded programs to assist low and middle income families with the costs of going to college through grants and low interest loans. A Technical Appendix and a copy of the questionnaire are included. (JB)

ED 337 101 HE 024 941

Oversight Hearing on the Reauthorization of the Higher Education Act of 1965: Kansas City, Missouri. Hearing before the Subcommittee on Postsecondary Education of the Committee on Education and Labor, House of Representatives, One Hundred Second Congress, First Session (Kansas City, MO, May 6, 1991).

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

Report No.—ISBN-0-16-035504

Pub Date—6 May 91

Note—287p; Serial No. 102-26.

Pub Type—Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC12 Plus Postage.

Descriptors—Administrator Attitudes, Colleges, *Federal Legislation, Higher Education, Postsecondary Education, Proprietary Schools, Student Attitudes, *Student Financial Aid, Student Loan Programs, Vocational Schools

Identifiers—*Higher Education Act Title IV

The first of 17 hearings to take place outside of Washington D.C. on the reauthorization of the Higher Education Act of 1965 occurred in Kansas City, Missouri and included testimony by students and educational administrators from the area. The subcommittee heard testimony primarily concerning Title IV which provides loans to students to enable them to attend the college, university, private career school, or job training program of their choice. Accordingly the following witnesses submitted testimony: Loretta Bayless, student at Longview Community College; Bob Berger, administrator, Missouri Western State College; Steve Brainard, President, Maple Woods Community College; Susan Everson, Mid-Continent Regional Educational Laboratory; Brice Harris for Metropolitan Community Colleges and Missourians for Higher Education; Frances D. Horowitz, for the University of Kansas; Dean Hubbard, Northwest Missouri State University; Gordon Kingsley, President, William Jewell College; Peter Magrath, University of Missouri System; Michael Ryan, student, University of Missouri at Kansas City; Michael Vander Velde, President, Missouri Association of Private Career Schools. The document also includes the prepared statements of Gene Budig, Honorable E. Thomas Coleman, Consortium of State Student Associations, Bradford L. Hartzler, Eric Jensen, Bradley Kranda, and William J. Mann. Also included are over 125 letters from constituents of Missouri Representative Thomas Coleman. (JB)

ED 337 102 HE 024 942

Oversight Hearing on the Reauthorization of the Higher Education Act of 1965: Vancouver, Washington. Hearing before the Subcommittee on Postsecondary Education of the Committee on Education and Labor, House of Representatives, One Hundred Second Congress, First Session (Vancouver, WA, May 13, 1991).

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

Report No.—ISBN-0-16-035500-1

Pub Date—13 May 91

Note—166p; Serial No. 102-25.

Pub Type—Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Administrator Attitudes, Colleges, *Federal Legislation, Higher Education, Postsecondary Education, Proprietary Schools, Student Attitudes, *Student Financial Aid, *Student Loan Programs, Vocational Schools

Identifiers—*Higher Education Act Title IV

One of 17 field hearings on the reauthorization of the Higher Education Act of 1965 occurred in Vancouver, Washington, with testimony provided by students, a parent, and educational administrators from the northwest region. The topic for the hearing was particular to the Act's Title IV which provides loans to students to enable them to attend the college, university, private career school, or job training program of their choice. Accordingly the following witnesses submitted testimony: Judith Billings, Superintendent of Public Instruction, Olympia, Washington; Ann Daley of Washington's Higher Education Coordinating Board; Marianna Deeken of Saint Martin's College; Harold Dengerink of Washington State University; Thomas William Genne, parent of a high school senior; Ken Jacobson, Washington State House of Representatives; Larry Lynch and Renee Lynch, students in Hoquiam, Washington; Jewell Manspecker, President, Grays Harbor College; Michael Moises, President, Trend Colleges; Adele Olson, Guidance Counselor; Judith Ramaley, President, Portland State University; Angela Slaughter, student, and Richard Snyder of Hewlett-Packard Company. The document also includes the letters and prepared statements of Senator Brock Adams, and representatives of the Art Institute of Seattle; Evergreen State College; Heritage College, Northwest Indian College, Portland Community College and Seattle Central Community College. (JB)

ED 337 103 HE 024 943

Kelly, Diana K.

Linking Faculty Development with Adult Development: An Individualized Approach to Professional Growth and Renewal.

Pub Date—7 May 91

Note—59p. Not available in paper copy due to poor print quality.

Pub Type—Information Analyses (070)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Adult Development, *College Faculty, *Faculty Development, Higher Education, Individualized Instruction, Motivation, Teacher Attitudes, Teacher Burnout, Teacher Characteristics

This paper examines higher education faculty vitality from the perspective of the individual faculty member by taking a closer look at the individual differences among faculty which might be related to faculty vitality and by linking issues of adult development to the continuing professional development of faculty. First the paper uses data from recent national studies to determine the characteristics of college faculty. Those studies show that full-time faculty in higher education are predominantly white, male, tenured, over 45, working in four year institutions, and holding doctorate degrees. Next the paper examines the development of faculty careers including the differences in careers which may be gender related and the varying tasks over a faculty career. In a third section individual factors which are associated with faculty vitality such as self-motivation and careers with variety in their work are examined and contrasted with the characteristics typical of burnout and lack of vitality: lack of new challenges and lack of intrinsic motivation. A conclusion offers suggestions to institutions for an approach to faculty development which takes into account the individual differences and needs of each faculty member. Over 90 references are included. (JB)

ED 337 104 HE 024 944

Miller, Michael T.

Model for Greek Alumni Relations Programs: A Five Step Approach.

Pub Date—[90]

Note—27p.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Alumni, Alumni Associations, Donors, *Fraternities, *Fund Raising, Higher Education, Institutional Advancement, Organizational

Communication, Public Relations, Recordkeeping, *Sororities

In order to assure college fraternities their share of alumni resources at a time when colleges and universities are mounting aggressive institutional advancement activities also aimed at alumni, a model for Greek alumni relations programs is proposed. Greek associations face significant competition from the institutional advancement offices which are generally well staffed and funded and carefully organized. The characteristics of Greek alumni are diverse but they do share a tendency to be institutional donors and active alumni volunteers. A five step model for improving a Greek chapter's alumni relations programs includes: (1) keeping independent records on past alumni; (2) keeping open lines of communication with alumni and with other sources of information; (3) sharing information about the effectiveness of alumni involvement; (4) giving alumni an opportunity to make regular gifts; and (5) getting national headquarters support. Implementation of the model requires a strong records management philosophy which involves constant upgrading and a commitment to respecting each alumnus. These activities can feed into the efforts to maintain open lines of communication and disseminating information about the chapter's programs which can be followed by encouraging regular gift giving. The support and encouragement of the national headquarters personnel can help with defining alumni population, timing mail appeals and finding lost alumni. Over 30 references are included. (JB)

ED 337 105 HE 024 945

Jefferson, Anne L.

The Early Retirees of Canadian Universities.

Pub Date—[90]

Note—8p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*College Faculty, *Early Retirement, *Employment Opportunities, Employment Practices, Foreign Countries, Higher Education, Reduction in Force, Teacher Retirement, Teacher Shortage

Identifiers—*Canada

Because an option for early retirement in Canadian Universities has created a need to know more about the vacancies early retirement creates and the potential to fill these vacancies, a survey of 15 representative universities was conducted. The sample included institutions of faculty numbering less than 100 to institutions of faculty numbering more than 1,200. The data revealed that the early retirees are primarily males motivated to retire early for a variety of reasons: availability of plans, diminished job satisfaction, health, climatic condition of the city, burn-out, desire to move to a retirement home, incompatibility, family, advantages of the plan, personal and institution's dissatisfaction, financial considerations, personal reasons, uncomfortable work station, expectation of university regarding scholarly activities, pursuit of other interests while drawing a pension and other career opportunities. Their value to the university was dispersed throughout the faculty members' teaching research and service duties. Projected areas of critical shortage due to early retirement are accounting, economics, engineering, computer science, commerce, administration, and psychology. Institutions offered a variety of predictions as to their ability to fill vacancies that would be created from 1990 to 1995. (JB)

ED 337 106 HE 024 946

Menges, Robert J.

Why Hasn't Peer Evaluation of College Teaching Caught On?

Pub Date—91

Note—11p; Based on a presentation at the meeting of the American Educational Research Association, Chicago 1991.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Freedom, *College Faculty, *Faculty Evaluation, Higher Education, *Peer Evaluation, Student Evaluation of Teacher Performance, *Teacher Attitudes

To identify reasons for peer evaluation of college teaching being more honored in rhetoric than in practice, events that occurred on the campus of a prominent public research university are described and suggestions offered as to why peer evaluation is not often practiced. A Committee on Teaching Effectiveness was appointed in response to complaints about faculty review. The Committee issued a re-

port that called for more varied evidence about teaching performance including student ratings, student exit interviews, and peer review. When the Committee's recommendations were disseminated to the faculty, 23 faculty members wrote letters of protest raising objections on the basis of potential divisiveness, ineffectiveness among tenured faculty, academic freedom, and fundamental professorial prerogatives. A general faculty meeting was held but no action taken for lack of a quorum. It may be concluded that characteristics of faculty governance designed to prevent small, vocal groups from having too much influence may actually stifle debate and cause unnecessary divisiveness. Further, influential and outspoken faculty regard peer review of teaching as incompatible with academic freedom despite the common practice of peer review of scholarship. In addition, faculty define peer review too narrowly. Successful peer evaluation procedures should be sure to accommodate these points. Four references are included. (JB)

ED 337 107

HE 024 947

Liow, Susan And Others

Selecting Teaching Methods for Differing Educational Objectives in Higher Education.

Pub Date—Sep 91

Note—27p.; Paper presented to the Annual Conference of the Educational Research Association (5th, Singapore, September 1991).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)—Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Educational Objectives, Foreign Countries, Higher Education, *Instructional Effectiveness, Lecture Method, Student Educational Objectives, Student Projects, *Teaching Methods

Identifiers—National University of Singapore, Singapore

A study was done to test the assumptions faculty make about the relationship between teaching methods and educational objectives. Using a survey of staff and students involved in undergraduate courses in Building, Estate Management and Psychology at the National University of Singapore, the subjects were asked to rank order a set of 13 educational objectives in terms of importance. Staff were then asked how effective they thought different teaching methods were in meeting these objectives. Students were asked how effective they thought the teaching methods actually were for particular courses. The teaching methods considered included lectures, seminars, quantitative assignments, and student project work. The educational objectives included preparing for a future career, understanding concepts, developing problem solving skills, preparing for examinations, developing communications skills, and gathering information. The results indicate some discrepancies between staff assumptions and student perceptions of the relationship between educational objectives and different teaching methods. There was clear evidence that, though much university teaching is lecture based, this is not the best method for meeting all educational objectives. Project work and other active learning approaches may be more appropriate in many settings. Twenty seven references, a copy of the survey instrument, and four tables are included. (JB)

ED 337 108

HE 024 948

Facilities Inventory and Utilization Study, Fall of 1990, for the State of North Carolina.

Twenty-Fourth Edition.

North Carolina Univ., Chapel Hill. Commission on Higher Education Facilities.

Pub Date—Sep 91

Note—206p.

Available from—State Commission on Higher Education Facilities. The University of North Carolina—General Administration, 910 Raleigh Road, P.O. Box 2688, Chapel Hill, NC 27515-2688.

Pub Type—Reports—Research (143)—Numerical/Quantitative Data (110)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—Accessibility (for Disabled), Classrooms, Community Colleges, Construction Costs, *Educational Facilities, *Facility Inventory, Facility Utilization Research, Higher Education, Maintenance, Physical Disabilities, Property Accounting, *School Buildings, *Space Utilization, Two Year Colleges

Identifiers—*North Carolina

Results are reported of a study conducted to determine the status of available facility space in 113

North Carolina institutions of higher education at the end of the drop-add period of the 1990 fall term. Information is presented in four sections which reflect the four broad facilities concerns for which data is provided: the utilization of instructional space; interior space characteristics; building characteristics; and accessibility of facilities to the mobility impaired. The section on the utilization of instructional space provides ratios, percentages, and indices which relate the amount of instructional activity at an institution to various categories of campus space. The section dealing with interior space characteristics statistically describes campus space by its uses and the programs to which it is assigned. Also provided are data relating the sizes and capacities of classrooms and class laboratories. The section on building characteristics focuses on such data elements as building age, ownership, capital investment, condition, and replacement cost. The final section describes the amount and type of campus space which is accessible to persons who are confined to wheelchairs. The document contains an index, a list of participating institutions, and nine references. (JB)

ED 337 109

HE 024 949

Bjorklund, Eskil

Swedish Research on Higher Education in Perspective.

Council for Studies of Higher Education, Stockholm (Sweden).

Report No.—ISSN-0283-7692

Pub Date—91

Note—28p.; From a collection of essays: "University and Society. Essays on the Social Role of Research and Higher Education," edited by Martin Trow and Thorsten Nybom.

Available from—Council for Studies of Higher Education, P.O. Box 45 501, S-104 30 Stockholm, Sweden.

Journal Cit—Studies of Higher Education and Research; n1991:3 1991

Pub Type—Information Analyses (070)—Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Educational Change, *Educational Research, Foreign Countries, Government School Relationship, *Higher Education, Policy, *Policy Formation, Research and Development, Social Science Research, Theory Practice Relationship

Identifiers—*Research on Higher Education Program (Sweden), *Sweden

This newsletter reproduces a discussion between Eskil Bjorklund, former director of The Council for Studies of Higher Education in Sweden and his successor, Thorsten Nybom, concerning the Swedish Research on Higher Education Program. This program was established in 1968 to direct the organization of research on higher education and award research grants. The discussion covers the 1950s, before the program was established, through the 1980s. Initially under discussion are the conditions of research policy preceding the program's establishment, including the development of the relationship between the universities, government and the research community and the development of notions about applied social research. Next Bjorklund reviews the reorganization of Swedish higher education between 1968 and 1977. Within that reorganization the Research on Higher Education Program was established. Bjorklund discusses the tasks the program set for itself, early organizational patterns, and early interests in specific areas of research. Bjorklund then speaks about the program's relationship with the national government and its authority and the eventual emancipation from that authority along with the development of an international orientation. Considered finally are the more recent developments in the 1980s involving an intensified disciplinary orientation, a strengthened research control and a conscious ambition to internationalize. (JB)

ED 337 110

HE 024 950

Higher Education and School Reform: Creating the Partnership.

State Higher Education Executive Officers Association.

Pub Date—Aug 91

Note—44p.

Available from—State Higher Education Executive Officers, 707 17th Street, Suite 2700, Denver, CO 80202-3427 (\$8.50).

Pub Type—Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Aspiration, *College Role, *College School Cooperation, Cooperative Planning, *Educational Change, Educational Objectives, Elementary Secondary Education, Faculty Development, Feedback, Higher Education, Interdisciplinary Approach, Intervention, *School Role, Secondary School Teachers, Shared Resources and Services, *Teacher Education, Teacher Expectations of Students

The State Higher Education Executive Officers' Task Force on Achieving National Education Goals found four issues of immediate concern to higher education one of which was the role of higher education in accelerating school reform. This document presents a set of recommendations on that issue. Schools and universities must establish high learning expectations and work together to implement them. Improved teacher preparation should be the responsibility of the entire higher education institution. Continuing professional education for teachers should be improved through local school input regarding the content and focus of programs and state incentives to higher education to develop programs. Colleges and universities should provide feedback on student performance to high schools. State higher education agencies should join with education and community partners to intervene early in building students' aspirations and preparation. Innovative partnerships between colleges and schools can build networks for sharing facilities, technology and faculties. State education agencies should create incentives and rewards for college and school faculties to work together on interdisciplinary approaches to curriculum development that encourage active learning. Joint planning activities at the state level can create new structures and support for colleges and schools to work together. Included are 29 references. (JB)

ED 337 111

HE 024 951

The Methods and Effectiveness of State Licensing of Proprietary Institutions.

State Higher Education Executive Officers Association.

Pub Date—Sep 91

Note—176p.

Available from—State Higher Education Executive Officers, 707 17th Street, Suite 2700, Denver, CO 80202-3427 (\$18.00).

Pub Type—Reports—Research (143)—Tests/Questionnaires (160)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—Certification, *Consumer Protection, Federal Aid, Postsecondary Education, *Proprietary Schools, State Aid, *State Legislation, State Licensing Boards, *State Standards

Identifiers—Alaska, California, New York, Texas, Wisconsin

A study was undertaken of proprietary school oversight and regulation in order to seek ways to improve state oversight of the proprietary sector. Twenty states participated in the study which used questionnaires sent to key state contact persons, telephone interviews conducted primarily with persons who had received the questionnaires and documents submitted by questionnaire filers and interviewees. The study found several principles upon which to base strengthened state licensing reform: license to operate a postsecondary institution must be conditioned on a reasonable expectation of business viability and success; in the event of school closure or failure, students must be financially protected and given the opportunity to complete their program of study; the state role in oversight and regulation involves assuring both consumer protection and educational quality; state financial support for licensing standards must be adequate to ensure proper enforcement; standards must be fair and equally applied, and coordination and consolidation of state licensing should be implemented to the greatest extent possible. Appendixes contain summary results, a copy of the questionnaire, a list of participants, and examples of current regulation from five states. (JB)

ED 337 112

HE 024 953

Ewell, Peter T. Jones, Dennis P. Assessing and Reporting Student Progress: A Response to the "New Accountability."

State Higher Education Executive Officers Association.

Spons Agency—National Center for Education Statistics (ED), Washington, DC.

Pub Date—Jul 91

Note—58p.

Available from—State Higher Education Executive

100 Document Resumes

Officers, 707 Seventeenth Street, Suite 2700, Denver, CO 80202-3427.

Pub Type—Information Analyses (070)

EDRS Price—MF01/PC03 Plus Postage.

Descriptors—*Academic Achievement, Academic Persistence, *Accountability, *Educational Assessment, Educational Policy, Higher Education, Information Technology, *Politics of Education, Stopouts, *Student Evaluation, Transfer Students, *User Needs (Information)

This paper reviews current approaches for tracking student progress in postsecondary education, focusing on the context of emerging policy and information needs at the state, national and institutional levels and on the capabilities and limits of currently available information technology. The paper consists of six main sections. First the growing requirements for consistent data reporting on student progress are examined in the light of some wider national policy trends. Second, the methodological requirements for generating meaningful information about student persistence and degree-completion and the current capacities of states and institutions to generate such statistics are discussed. The third section contains a comprehensive review of persisting issues, including such topics as who should be included in reporting, and how to handle such enrollment phenomena as "stopouts" and inter-institutional transfers. Section four addresses these issues through a set of "minimal" recommendations for data collection and reporting. Two concluding sections examine the implications of these ideas for future developments including possible uses (and misuses) of the resulting data, and how results might potentially be linked with available state and national "levers for change." Seven references. (JB)

ED 337 113 HE 024 954

Rodriguez, Esther M., Ed. Lenth, Charles S., Ed. *Compendium of National Data Sources on Higher Education.*

State Higher Education Executive Officers Association.

Pub Date—Feb 91

Note—111p.

Available from—State Higher Education Executive Officers, 707 Seventeenth Street, Suite 2700, Denver, CO 80202-3427 (\$18.00 each; discounts available for multiple copies).

Pub Type—Guides—General (050) — Reference Materials—Directories/Catalogs (132)

EDRS Price—MF01/PC05 Plus Postage.

Descriptors—College Libraries, College Students, Comparative Analysis, *Databases, Educational Finance, Facilities, Fees, Graduate Students, *Higher Education, *Information Sources, Longitudinal Studies, National Surveys, Schools, Statistical Data, Student Financial Aid, Teacher Salaries, Tuition, Wages

This compendium provides a guide to data collections in higher education focusing on sources that are national in scope, and updated and made available on a regular or periodic basis including surveys, data bases, reports, and statistical digests. These sources are divided into nine broad categories, each category contains separate entries for each data source and each entry provides a brief description of the source, lists or outlines the major data collected or reported, provides information on data availability, lists current uses and publications and provides the source or contact. The nine categories are: (1) Institutional Descriptors; (2) Student Data; (3) Student Longitudinal Data; (4) Student Financial Aid; (5) Financial Data; (6) Tuition and Fee Charges; (7) Faculty, Staffing and Salaries; (8) Physical Facilities, Libraries and Assets; (9) Sourcebooks and Comparative Studies. An appendix contains a blank form for reporting data sources to be included in the compendium or for making changes in sources already listed. (JB)

ED 337 114 HE 024 956

Crossroads: Montana Higher Education in the Nineties. Report of the Montana Education Commission for the Nineties and Beyond.

Montana Education Commission for the Nineties and Beyond; Montana Univ. System, Helena.

Pub Date—26 Sep 90

Note—50p.

Available from—Crossroads, Commissioner of Higher Education, 33 South Last Chance Gulch, Helena, MT 59601.

Pub Type—Reports—Evaluative (142)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—Access to Education, Accountability,

Administrative Policy, College Desegregation, Credits, *Educational Change, *Educational Trends, Enrollment, Financial Policy, Financial Support, *Futures (of Society), *Higher Education, Long Range Planning, Needs Assessment, Public Service, Public Support, Research Projects, Selective Admission, State Surveys, *State Universities, Transfer Policy

Identifiers—*Montana

This report to the governor of Montana details higher education recommendations for the 1990s. The document opens with a letter to Governor Stephens from the chairman of the Montana Education Commission for the Nineties and Beyond. An introduction details the establishment of and framework for the Commission. A background section lays out the social, economic and demographic trends facing Montana and the consequent projected enrollments and service levels for higher education. The main section of the document details the Commission's seven recommendations. With each recommendation is an indication of the agency or body responsible for effecting change and a projected timetable. Those recommendations are: (1) an educational system focused on expected results; (2) a more fully integrated educational system; (3) a changed policy on credit transfer; (4) the establishment of enrollment limits at certain institutions; (5) an expansion of research and public service programs; (6) unified management and funding of all state units of higher education; (7) funding from the state legislature at no less than the average of peer institutions. Also included is a concluding discussion and an appendix containing a list of Montana higher education institutions and selected responses to a poll of 401 Montanans on higher education issue. A separately-published condensed version of the full report is appended. (JB)

ED 337 115 HE 024 957

Abuse Prevention Policy on Alcohol and Other Drugs.

Mississippi Univ., University.

Pub Date—[90]

Note—16p.; This report is part of a collection of programs, policies and curricula developed by members of the Network of Colleges and Universities Committed to the Elimination of Drug and Alcohol Abuse, Office of Educational Research and Improvement, in response to the 1989 Drug Free Schools and Communities Act.

Pub Type—Legal/Legislative/Regulatory Materials (090) — Guides—General (050)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—*Alcohol Abuse, *Counseling Services, Discipline Policy, *Drug Abuse, Drug Education, Group Counseling, Higher Education, Leadership Training, Peer Counseling, *Policy Formation, *Prevention, State Legislation

Identifiers—*Network for Drug Free Colleges, *University of Mississippi

This document presents the University of Mississippi's campus drug and alcohol prevention policy. A four page folder details policy and regulations including: Mississippi law regarding alcohol and other drugs (e.g., penalties for trafficking and possession), university disciplinary sanctions, health risks of drug abuse, and counseling and educational resources available on campus. An appendix contains a table which details information on 28 drugs providing names, medical uses, dependence ratings, tolerance, methods of administration, effects, effects of overdoses, and withdrawal syndromes. Enclosed in the main document are several other cards and information sheets. A card on alcohol abuse with questions and facts is designed to help identify those at risk for alcohol abuse. An information card on the Bessie S. Speed Wellness Center for alcohol and drug education lists the center's services and philosophy. A syllabus describes a leadership development seminar designed to train peer counselors. A description of a "Positive Growth Group" details a group counseling program for students aimed at decreasing the risk for drug and alcohol abuse. Also included is a copy of the "Wellness Survey—Summer 1990" which was used to poll the students body on attitudes to drug use and other variables. (JB)

ED 337 116 HE 024 958

Executive Policy—Administration; E11.201, Illegal Drug and Substance Abuse. Executive Policy E11.203, Illegal Drugs and Alcohol Abuse.

Hawaii Univ., Honolulu.

Pub Date—Sep 90

Note—10p.; This report is part of a collection of programs, policies and curricula developed by

members of the Network of Colleges and Universities Committed to the Elimination of Drug and Alcohol Abuse, Office of Educational Research and Improvement in response to the 1989 Drug Free Schools and Communities Act.

Pub Type—Legal/Legislative/Regulatory Materials (090) — Guides—General (050)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—*Alcohol Abuse, *Drug Abuse, Drug Education, Higher Education, *Policy Formation, Prevention

Identifiers—*Network for Drug Free Colleges, *University of Hawaii Manoa

This document includes two statements of policy for the University of Hawaii's drug and alcohol abuse prevention program. The first, "Illegal Drugs and Substance Abuse," opens with an introduction stating the University's general mission and that mission's incompatibility with substance abuse. A second section details the University's expectations for students, faculty and staff. The policy's objectives and applicability follow. A fifth section establishes definitions of key terms and a sixth section details six university policies regarding drug and alcohol abuse. The following section describes administrative procedures for informing students and staff of current policy, for establishing a drug awareness program, and for establishing other procedures. The second document, "Illegal Drugs and Alcohol Abuse" lists the policy's objectives and those to whom it applies. Cross references to other university policies are provided along with definitions of key terms. Policies on illegal drugs, and alcohol, and other substance abuse are detailed. Briefly described is the abuse prevention program which is to include distribution of information and a biennial review of its program. (JB)

ED 337 117 HE 024 960

Substance and Alcohol Abuse Policy for Students.

Dublin Univ. (Ireland). Dept. of Teacher Education.

Spons Agency—Fund for the Improvement of Postsecondary Education (ED), Washington, DC.

Pub Date—[90]

Note—21p.; This report is part of a collection of programs, policies and curricula developed by members of the Network of Colleges and Universities Committed to the Elimination of Drug and Alcohol Abuse, Office of Educational Research and Improvement, in response to the 1989 Drug Free Schools and Communities Act.

Pub Type—Legal/Legislative/Regulatory Materials (090) — Guides—General (050)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—*Alcohol Abuse, College Students, Discipline Policy, *Drug Abuse, Drug Education, Federal Legislation, Higher Education, Local Legislation, *Policy Formation, *Prevention, Records (Forms), State Legislation

Identifiers—*Network for Drug Free Colleges, *Westminster College UT

This brochure sets forth the policy on drug and alcohol abuse for students of Westminster College of Salt Lake City (Utah). The first section of the booklet contains the school's policy prohibiting the use of illegal drugs and of alcohol except where approval has been granted. This section also describes the counseling, treatment and rehabilitation services available for drug and alcohol abusers. A second section outlines the health risks incurred by the use and abuse of alcohol, anabolic steroids, cannabis, depressants, designer drugs, hallucinogens, inhalants, narcotics and stimulants. A third section lists the federal, state and local penalties for unlawful manufacture, use, possession, or distribution of illicit drugs, drug paraphernalia and alcohol. A final section details the college's own sanctions for violation of its substance and alcohol abuse policy including distribution or manufacture of drugs or their paraphernalia, unauthorized alcohol use or distribution and use or possession of drugs and associated activities. Included here is a statement on how the college policy will be interpreted, administered and enforced. Accompanying the document is one of the Westminster College's Beverage Permit Applications. (JB)

ED 337 118 HE 024 961

Substance and Alcohol Abuse Policy for Employees.

Westminster Coll. of Salt Lake City, UT.

Spons Agency—Fund for the Improvement of Postsecondary Education (ED), Washington, DC.

Pub Date—[90]

Note—18p.; This report is part of a collection of

programs, policies and curricula developed by members of the Network of Colleges and Universities Committed to the Elimination of Drug and Alcohol Education, Office of Educational Research and Improvement, in response to the 1989 Drug Free Schools and Communities Act.

Pub Type—Legal/Legislative/Regulatory Materials (090) — Guides - General (050)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Alcohol Abuse, *Discipline Policy, *Drug Abuse, *Drug Education, *Federal Legislation, *Higher Education, *Local Legislation, *Policy Formation, *Prevention, *State Legislation
Identifiers—*Network for Drug Free Colleges, *Westminster College UT

This brochure sets forth the policy on drug and alcohol abuse for employees of Westminster College of Salt Lake City (Utah). The first section of the booklet contains the school's policy prohibiting the use of illegal drugs and prohibiting the use of alcohol except where approval has been granted. This section also describes the counseling, treatment and rehabilitation services available for drug and alcohol abusers. A second section outlines the health risks incurred by the use and abuse of alcohol, anabolic steroids, cannabis, depressants, designer drugs, hallucinogens, inhalants, narcotics and stimulants. A third section lists the federal, state and local penalties for unlawful manufacture, use, possession or distribution of illicit drugs, drug paraphernalia and alcohol. A final section details the college's own sanctions for violation of its substance and alcohol abuse policy including distribution or manufacture of drugs or their paraphernalia, unauthorized alcohol use or distribution and use or possession of drugs and associated activities. Included here is a statement on how the college policy will be interpreted, administered and enforced. (JB)

ED 337 119 HE 024 963

Infusing Alcohol and Drug Prevention with Existing Classroom Study Units: Geography.
Valencia Community Coll., Orlando, Fla.
Spons Agency—Orange County Public Schools, Orlando, Fla.
Pub Date—[Jul 91]

Note—122p.; This report is part of a collection of programs, policies and curricula developed by members of the Network of Colleges and Universities Committed to the Elimination of Drug and Alcohol Education, Office of Educational Research and Improvement in response to the 1989 Drug Free Schools and Communities Act. For related documents, see HE 024 963-969.

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Alcohol Abuse, *Drug Abuse, *Drug Education, *Geography Instruction, *Grade 7, *Higher Education, *Junior High Schools, *Lesson Plans, *Middle Schools, *Policy Formation, *Prevention

Identifiers—Active Learning, Drug Infusion Project, *Network for Drug Free Colleges

This curriculum module, one of seven in the "Infusion Project," offers information and lessons on drug use prevention for integration into an existing seventh-grade middle school geography curriculum. The module, based on a type of interactive learning called infusion learning, contains 13 lessons each providing objectives, a list of resource materials, suggested student activities, suggestions for additional classroom or out-of-class activities and teacher tips. Many lessons come with one or more work sheets for reproduction. The lesson topics are: United States, Map Skills, South East Asia, Current Events, China-United States, Mexico, Soviet Union and South America. Also included is "Just the Facts," a set of information briefs for teachers on alcohol, amphetamines, barbiturates, children of alcoholics, cocaine, designer drugs, driving under the influence, eating disorders, inhalants, lysergic acid diethylamide, marijuana, nutrition, opiates, phencyclidine (PCP), steroids and tobacco. There is also a general brochure which introduces the program. (JB)

ED 337 120 HE 024 964

Infusing Alcohol and Drug Prevention with Existing Classroom Study Units: Mathematics.
Valencia Community Coll., Orlando, Fla.
Spons Agency—Orange County Public Schools, Orlando, Fla.
Pub Date—[Jul 91]

Note—118p.; This report is part of a collection of programs, policies and curricula developed by

members of the Network of Colleges and Universities Committed to the Elimination of Drug and Alcohol Education, Office of Educational Research and Improvement in response to the 1989 Drug Free Schools and Communities Act. For related documents, see HE 024 963-969.

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Alcohol Abuse, *Drug Abuse, *Drug Education, *Grade 7, *Higher Education, *Junior High Schools, *Lesson Plans, *Mathematics Curriculum, *Middle Schools, *Policy Formation, *Prevention

Identifiers—Active Learning, Drug Infusion Project, *Network for Drug Free Colleges

This curriculum module, one of seven in "Infusion Project," offers information and lessons on drug use prevention for integration into an existing seventh-grade middle school mathematics curriculum. The module, based on a type of interactive learning called infusion learning, contains eight lessons each providing objectives, a list of resource materials, suggested student activities, suggestions for additional classroom or out-of-class activities and teacher tips. Many lessons come with one or more work sheets for reproduction. The lesson topics include: addition/multiplication/division (2), applications (2), graphing, graphing/addition/averaging, graphing and multiplication of decimals. Also included is "Just the Facts," a set of information units for teachers on alcohol, amphetamines, barbiturates, children of alcoholics, cocaine, designer drugs, driving under the influence, eating disorders, inhalants, lysergic acid diethylamide, marijuana, nutrition, opiates, phencyclidine (PCP), steroids and tobacco. There is also a general brochure which introduces the program. (JB)

ED 337 121 HE 024 965

Infusing Alcohol and Drug Prevention with Existing Classroom Study Units: Language Arts.
Valencia Community Coll., Orlando, Fla.
Spons Agency—Orange County Public Schools, Orlando, Fla.
Pub Date—[Jul 91]

Note—133p.; This report is part of a collection of programs, policies and curricula developed by members of the Network of Colleges and Universities Committed to the Elimination of Drug and Alcohol Education, Office of Educational Research and Improvement in response to the 1989 Drug Free Schools and Communities Act. For related documents, see HE 024 963-969.

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—*Alcohol Abuse, *Drug Abuse, *Drug Education, *English Curriculum, *Grade 7, *Higher Education, *Junior High Schools, *Language Arts, *Lesson Plans, *Middle Schools, *Policy Formation, *Prevention

Identifiers—Active Learning, Drug Infusion Project, *Network for Drug Free Colleges

This curriculum module, one of seven in Infusion Project, offers information and lessons on drug use prevention for integration into an existing seventh-grade middle school language arts curriculum. The module, based on a type of interactive learning called infusion learning, contains 18 lessons each providing objectives, a list of resource materials, suggested student activities, suggestions for additional classroom or out-of-class activities, and teacher tips. Many lessons come with one or more work sheets for reproduction. The lesson topics are: Listening Skills, Vocabulary (3), Writing (8), Grammar (5), and Library Skills. Also included is "Just the Facts," a set of information units for teachers on alcohol, amphetamines, barbiturates, children of alcoholics, cocaine, designer drugs, driving under the influence, eating disorders, inhalants, lysergic acid diethylamide, marijuana, nutrition, opiates, phencyclidine (PCP), steroids and tobacco. There is also a general brochure which introduces the program. (JB)

ED 337 122 HE 024 966

Infusing Alcohol and Drug Prevention with Existing Classroom Study Units: Science.
Valencia Community Coll., Orlando, Fla.
Spons Agency—Orange County Public Schools, Orlando, Fla.
Pub Date—[Jul 91]

Note—160p.; This report is part of a collection of programs, policies and curricula developed by members of the Network of Colleges and Universities

Committed to the Elimination of Drug and Alcohol Education, Office of Educational Research and Improvement in response to the 1989 Drug Free Schools and Communities Act. For related documents, see HE 024 963-969.

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—*Alcohol Abuse, *Drug Abuse, *Drug Education, *Grade 7, *Higher Education, *Junior High Schools, *Lesson Plans, *Middle Schools, *Policy Formation, *Prevention, *Science Curriculum Identifiers—Active Learning, *Drug Infusion Project, *Network for Drug Free Colleges

This curriculum module, one of seven developed by the "Infusion Project," offers information and lessons on drug use prevention for integration into an existing seventh-grade middle school science curriculum. The module, based on a type of interactive learning called infusion learning, contains 12 lessons, each providing objectives, a list of resource materials, suggested student activities, suggestions for additional classroom or out-of-class activities and teacher tips. Many lessons come with one or more work sheets for reproduction. The lesson topics include: reaction time-alcohol and drugs; over the counter drugs; a peer drug use survey; cell membrane; plant growth; the respiratory system; the scientific method; lab safety; oxidation-blood alcohol content; fungi hallucinogens; stimulants and depressants and invertebrate animals; and pulse rate and smoking (the circulatory system). Also supplied are 14 informational plates for reproduction primarily on physiological effects of drugs on the body. Also included is "Just the Facts," a set of information units for teachers on alcohol, amphetamines, barbiturates, children of alcoholics, cocaine, designer drugs, driving under the influence, eating disorders, inhalants, lysergic acid diethylamide, marijuana, nutrition, opiates, phencyclidine (PCP), steroids and tobacco. There is also a general brochure which introduces the program. (JB)

ED 337 123 HE 024 967

Infusing Alcohol and Drug Prevention with Existing Classroom Study Units: Exceptional Education.
Valencia Community Coll., Orlando, Fla.
Spons Agency—Orange County Public Schools, Orlando, Fla.
Pub Date—[Jul 91]

Note—333p.; This report is part of a collection of programs, policies and curricula developed by members of the Network of Colleges and Universities Committed to the Elimination of Drug and Alcohol Education, Office of Educational Research and Improvement in response to the 1989 Drug Free Schools and Communities Act. For related documents, see HE 024 963-969.

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC14 Plus Postage.

Descriptors—*Alcohol Abuse, *Disabilities, *Drug Abuse, *Drug Education, *English Curriculum, *Geography Instruction, *Grade 7, *Higher Education, *Instruction, *Interpersonal Competence, *Junior High Schools, *Lesson Plans, *Mathematics Curriculum, *Middle Schools, *Policy Formation, *Prevention, *Science Curriculum, *Special Education

Identifiers—Active Learning, Drug Infusion Project, *Network for Drug Free Colleges

This curriculum module, one of seven developed by the "Infusion Project," offers information and lessons on drug use prevention for integration into an existing seventh-grade exceptional education middle school curriculum for social skills, mathematics, science and language arts. The module, based on a type of interactive learning called infusion learning, contains 55 lessons each providing objectives, a list of resource materials, suggested student activities, suggestions for additional classroom or out-of-class activities and teacher tips. Many lessons come with one or more work sheets for reproduction. Sample social skills lessons cover: community resources, local news and government, coping with conflict, feelings, careers, assertiveness, problem solving, self esteem, nutrition and advertising, learning strategies and law awareness. The mathematics lessons cover such skills as: using a calculator, reasoning, calculating effects of driving under the influence, graphing, problem solving, and budgeting money. Typical science lessons examine: plants, biology/health, body systems, cardio pulmonary resuscitation, drug use, alcohol abuse. The language arts lessons cover: reading, spelling,

assertiveness training, recognizing inference and implied meaning, functional living skills, communication (3), capitalization and punctuation, newspaper use, Acquired Immune Deficiency awareness, and letter writing. Also included is "Just the Facts," a set of information units for teachers on alcohol, amphetamines, barbiturates, children of alcoholics, cocaine, designer drugs, driving under the influence, eating disorders, inhalants, lysergic acid diethylamide, marijuana, nutrition, opiates, phencyclidine (PCP), steroids and tobacco. There is a teacher's booklet which introduces the program. (JB)

ED 337 124 **HE 024 968**
Infusing Alcohol and Drug Prevention with Existing Classroom Study Units: Health.
 Valencia Community Coll., Orlando, Fla.
 Spons Agency—Orange County Public Schools, Orlando, Fla.
 Pub Date—[Jul 91]

Note—113p.; This report is part of a collection of programs, policies and curricula developed by members of the Network of Colleges and Universities Committed to the Elimination of Drug and Alcohol Education, Office of Educational Research and Improvement in response to the 1989 Drug Free Schools and Communities Act. For related documents, see HE 024 963-969.

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—"Alcohol Abuse," "Drug Abuse, Drug Education," "Grade 7, Health Education, Higher Education, Junior High Schools, Middle Schools, Policy Formation, Prevention

Identifiers—Active Learning, "Drug Infusion Project," "Network for Drug Free Colleges

This curriculum module, one of seven in Infusion Project, offers information and lessons on drug use prevention for integration into an existing seventh grade middle school health curriculum. The module, based on a type of interactive learning called infusion learning, contains 10 lessons each providing objectives, a list of resource materials, suggested student activities, suggestions for additional classroom or out-of-class activities and teacher tips. Many lessons come with one or more work sheets for reproduction. The lesson topics are: Family Units, Mental/Emotional, Consumer Health, Environmental, Family Life, Nutrition, Personal Health, Safety and First Aid, Prevention of Disease and Body System. Also included is "Just the Facts," a set of information units for teachers on alcohol, amphetamines, barbiturates, children of alcoholics, cocaine, designer drugs, driving under the influence, eating disorders, inhalants, lysergic acid diethylamide, marijuana, nutrition, opiates, phencyclidine (PCP), steroids and tobacco. There is a teacher's booklet which introduces the program. (JB)

ED 337 125 **HE 024 969**
Infusing Alcohol and Drug Prevention with Existing Classroom Study Units: Miscellaneous.
 Valencia Community Coll., Orlando, Fla.
 Spons Agency—Orange County Public Schools, Orlando, Fla.
 Pub Date—[Jul 91]

Note—110p.; This report is part of a collection of programs, policies and curricula developed by members of the Network on Colleges and Universities Committed to the Elimination of Drug and Alcohol Education, Office of Educational Research and Improvement in response to the 1989 Drug Free Schools and Communities Act. For related documents, see HE 024 963-969.

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—"Alcohol Abuse, Art Education, "Drug Abuse, "Drug Education, "Grade 7, Higher Education, Home Economics Education, Junior High Schools, Lesson Plans, Middle Schools, Physical Education, Policy Formation, "Prevention, Safety Education

Identifiers—Active Learning, "Drug Infusion Project," "Network for Drug Free Colleges

This curriculum module, one of seven developed by the "Infusion Project," offers information and miscellaneous lessons on drug use prevention for integration into an existing seventh-grade middle school curriculum. The module, based on a type of interactive learning called infusion learning, contains seven lessons each providing objectives, a list of resource materials, suggested student activities, suggestions for additional classroom or out-of-class activities and teacher tips. Many lessons come with

one or more work sheets for reproduction. The lesson topics cover: art/art history, home economics/parenting, physical education (inclement weather activity), technology education (toxic fumes) and typing/proofreading. Also included is "Just the Facts," a set of information units for teachers on alcohol, amphetamines, barbiturates, children of alcoholics, cocaine, designer drugs, driving under the influence, eating disorders, inhalants, lysergic acid diethylamide, marijuana, nutrition, opiates, phencyclidine (PCP), steroids and tobacco. There is also a general brochure which introduces the program. (JB)

IR

ED 337 126 **IR 015 112**
 Whitehall, Bradley Lane

Knowledge-Based Learning: Integration of Deductive and Inductive Learning for Knowledge Base Completion.

Illinois Univ., Urbana. Dept. of Computer Science.
 Report No.—UIU-ENG-90-1776; UIUCDCS-R-90-1637

Pub Date—Oct 90

Note—163p.; Ph.D. Dissertation, University of Illinois at Urbana-Champaign.

Pub Type—Dissertations/Theses - Doctoral Dissertations (041)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Algorithms, "Computer System Design, Deduction, Engineering Education, "Expert Systems, Higher Education, Induction, Knowledge Level, Research Methodology, "Systems Development

Identifiers—"Machine Learning

In constructing a knowledge-based system, the knowledge engineer must convert rules of thumb provided by the domain expert and previously solved examples into a working system. Research in machine learning has produced algorithms that create rules for knowledge-based systems, but these algorithms require either many examples or a complete domain theory (often in the form of rules). In many real-world situations, only a limited number of examples and an incomplete domain theory are available. This thesis presents a new paradigm for machine learning—knowledge-based learning (KBL)—which combines the strengths of empirical learning with the strengths of explanation-based learning to overcome previous limitations. Two systems—KBL0 and KBL1—are used to illustrate the new paradigm. These systems have been designed and implemented to work with domains requiring a representation of real numbers and mathematical formulas, such as engineering. This research has shown not only that it is possible to use a domain theory to guide induction using examples, but that when there are few examples available compared to the size of the problem space, the resulting rules are more accurate and stable than those from pure empirical techniques. In addition, knowledge-based algorithms free the user from selecting relevant examples and attributes for learning by using an incomplete domain theory to determine where knowledge needs to be added. A problem unsolved by the current domain knowledge helps to determine where new knowledge needs to be incorporated into the domain theory and what the context is for the learning. The context is used to select relevant examples from an example base and to reduce the number of attributes needed during the induction. With the control structure provided by knowledge-based systems, inductive learning can be used to extend an existing knowledge base. (69 references) (Author/DB)

ED 337 127 **IR 015 113**
 South Carolina Guide for Introduction to Computer Literacy.
 South Carolina State Dept. of Education, Columbia.
 Pub Date—91

Note—172p.

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Classroom Techniques, "Computer Literacy, "Computer Managed Instruction, Computer Software, Databases, Educational Strategies, Keyboarding (Data Entry), Postsecondary Education, Secondary Education, Spreadsheets, Word Processing

Identifiers—South Carolina

This guide is designed to meet the following goals: provide information that reflects the changes in technology in the 1990s; provide basic information to teachers, aides, and students who are not computer literate; and provide review information for individuals who are computer literate. The information provided may be used either for specific classroom use, or as a general reference document. Topics included are: (1) introduction to computer operations, computer hardware and software, major computer components, and computer languages and terms; (2) computer operations, keyboarding skills, preparation of diskettes, and information storage and retrieval; and (3) understanding software applications such as word processing, databases, spreadsheets, industrial robots, mathematics functions, and personal management. The appendices include a discussion of how to choose a computer system, an explanation of a disk operation system, a list of computer terms, and example test questions and answers. (27 references) (DB)

ED 337 128 **IR 015 114**

Dalbotten, Mary Wallin, Joan

Classroom Instructional Design: Tools for Teacher/Media Specialist Interaction.

Minnesota State Dept. of Education, St. Paul.

Pub Date—90

Note—54p.

Available from—Minnesota Curriculum Services Center, Capitol View, 70 Co. Rd. B-2 W, Little Canada, MN 55117.

Pub Type—Guides - Non-Classroom (055) — Tests/Questionnaires (160)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Check Lists, "Cooperative Planning, Elementary Secondary Education, Guidelines, "Instructional Design, Learning Resources Centers, Library Role, Library Services, "Media Specialists, School Libraries

Identifiers—"Librarian Teacher Cooperation, Resource Based Learning, Teacher Librarians

"Information Power," the national guidelines for school library media programs, specify three roles for today's school library media specialist, i.e., information specialist, teacher, and instructional consultant. As school library media specialists plan with teachers, they are performing the instructional consultant role. The Media and Technology Unit of the Minnesota Department of Education believes that the instructional design consultant role is vital in giving school library media programs meaning and direction, and that it is the pivotal role upon which the other two are based. Classroom goals should be the focus of the library media specialist's teaching and library media services. As an information specialist planning resource-based teaching units with teachers, the library media specialist is purchasing resources that tie directly into unit outcomes, and the media specialist may team-teach part of the unit, thus performing the teacher role. This guide provides suggestions, helpful hints, useful strategies, checklists, and forms for use by the library media specialist in the role of instructional consultant. Three chapters cover: (1) Beginning Strategies for Working with Teachers (getting started, finding time, working through others); (2) Planning for Resource-Based Teaching (instructional planning guide, resource assessment); and (3) Refining Your Role in the Instructional Process (self-assessment and action plan). A 27-item annotated bibliography is provided and an article, "The Role of the School Librarian as a Professional Teacher: A Position Paper" (Ken Haycock) is appended. (DB)

ED 337 129 **IR 015 115**

Ossolinski, Lynn, Comp.

Reading Can You Dig It: Resources for Adult New Readers.

Nevada Literacy Coalition.; Nevada State Library and Archives, Carson City.

Spons Agency—Department of Education, Washington, DC.; Gannett Foundation, Arlington, VA.

Pub Date—89

Note—15p.; Materials listed in this bibliography were purchased by the Literacy Coalition with funds from Gannett Foundation and U.S. Department of Education, LSCA Title VI literacy programs.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Basic Education, "Adult Literacy, Audiovisual Aids, "Community Education, Continuing Education, "High Interest Low Vo-

cabulary Books, *Instructional Materials, *Literacy Education, Multimedia Instruction, Public Libraries, *Reference Materials, Union Catalogs

The purpose of this bibliography is to advertise the availability of resources for adult literacy education in public libraries and reading centers throughout the state of Nevada. The literacy collections were developed in response to identified needs of students, tutors, and trainers involved in community literacy education programs. The resources are arranged alphabetically first by publisher or producer, then listed alphabetically by title of item under each publisher/producer. The library or reading center location of each item is shown on the right side of the page. This list of multimedia resources includes audiocassettes, videotapes, computer software, and flash cards. Listings for printed materials include fiction, nonfiction, textbooks, training materials, and diagnostic tools. Among the most popular publishers are Fearon, Literacy Volunteers of America, and New Readers Press. Materials from Heinemann, Lakeshore, NTC Scott Foresman, and Steck-Vaughn are also featured. All items listed are available for purchase from the publishers shown. (DB)

ED 337 130 IR 015 116
Computer Tools for Teachers: A Report.
Minnesota State Dept. of Education, St. Paul. Instructional Design Section.

Pub Date—89
Note—59p.
Pub Type—Guides - Non-Classroom (055) — Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Behavioral Objectives, Computer Graphics, *Computer Software, Cooperative Planning, Curriculum Development, Desktop Publishing, *Efficiency, Elementary Secondary Education, *Inservice Teacher Education, *Instructional Effectiveness, Microcomputers, Needs Assessment, *Productivity, School Surveys, Student Records, Teacher Attitudes, Teacher Role, Use Studies, Word Processing
Identifiers—*Workstations

This report is based on the premise that giving teachers computer tools will enhance instructional effectiveness, encourage teacher collaboration, and maximize staff efficiency. The purpose of the report is to heighten awareness of the importance of providing teachers computer tools to work with and to describe the critical components needed to implement a computers for teachers program. The information presented was compiled for the Minnesota Department of Education using four approaches: (1) a literature review was performed to identify available teacher computer productivity programs; (2) school buildings were surveyed as to the microcomputer hardware, software, and inservice teacher education available to their teachers; (3) teachers were surveyed as to their access to computers and their level of interest in learning about word processing, grade book software, access to databases, instructional management tools, authoring systems, computer graphics, basic computer skills, desktop publishing, and online communications; and (4) schools that have implemented computer workstations for teachers were asked to report their experiences. The first of four chapters discusses the expectations for such a program and a list of expected outcomes. The second chapter addresses implementation strategies, including the critical components of computer and software access, inservice training, and on-site support. Criteria for selection of hardware, software, inservice training, and support are provided in the third chapter together with descriptions of exemplary school programs. Chapter 4 provides a summary of the survey findings followed by analyses of responses to individual questions on the Computer Usage Building Survey and the Computer Usage Teacher Survey; the questions are included. A 23-item bibliography concludes the report. (DB)

ED 337 131 IR 015 117
Desktop Multimedia in the Classroom: Integrating Technology Series.
Minnesota State Dept. of Education, St. Paul. Instructional Design Section.

Pub Date—[89]
Note—41p. For other reports in this series, see IR 015 118-119.
Available from—Minnesota Curriculum Services Center, Capitol View, 70 Co. Rd. B-2 W, Little Canada, MN 55117.

Pub Type—Guides - Non-Classroom (055) — Re-

ports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Classroom Techniques, *Computer Assisted Instruction, Electronic Equipment, Elementary Secondary Education, *Hypermedia, Instructional Innovation, *Interactive Video, *Microcomputers, *Multimedia Instruction, School Districts
Identifiers—Bloomington School District MN, *Workstations

This report outlines the information needed for educators to begin using new multimedia educational technology in classroom instruction. The report describes the procedures used by educators from Bloomington (Minnesota) Schools (District # 271) to incorporate HyperCard, interactive video, microcomputers, and other multimedia educational equipment into their classrooms. Three appendices include a description of the Bloomington multimedia work station, information on multimedia applications using hypermedia software on different computers, and lists of hypermedia resources (software and videodisc producers), selected videodiscs, and accessories for controlling your own stacks. (DB)

ED 337 132 IR 015 118
Interactive Television Teaching: Integrating Technology Series.
Minnesota State Dept. of Education, St. Paul. Instructional Design Section.

Pub Date—88
Note—32p. For other reports in this series, see IR 015 117-119.

Pub Type—Guides - Non-Classroom (055) — Reports - Descriptive (141) — Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Check Lists, *Classroom Techniques, *Educational Television, Elementary Secondary Education, Guidelines, *Individualized Instruction, Interaction, Participation, School Districts, Teacher Student Relationship, Testing
Identifiers—*Interactive Television

This guide is designed to help educators become better television teachers through the use of interactive television classroom teaching techniques. The first section discusses ways to deliver effective personalized instruction through the use of interaction techniques designed to enhance the teacher student relationship; presentation techniques designed to make the best use of visuals; and methods to make instruction more personal. Chapter 2 pertains to classroom management techniques including student discipline, tests and quizzes, grading, material exchange, and schedule conflicts. The final chapter discusses effective use of technology in teaching, the use of support materials, and technical troubleshooting. (DB)

ED 337 133 IR 015 119
Hanson, Cynthia. Ed.
Thinking through Technologies: Integrating Technology Series.

Minnesota State Dept. of Education, St. Paul. Instructional Design Section.
Pub Date—90
Note—57p. For other reports in this series, see IR 015 117-118.

Available from—Minnesota Curriculum Services Center, Capitol View, 70 Co. Rd. B-2 W, Little Canada, MN 55117.

Pub Type—Guides - Classroom - Learner (051) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Classroom Techniques, Cooperative Learning, Databases, *Educational Technology, Intermediate Grades, *Language Arts, *Learning Activities, Lesson Plans, Library Skills, Models, Problem Solving, *Science Education, Secondary Education, *Social Studies, Teaching Methods, *Thinking Skills

Developed with the assistance of classroom teachers, the lesson plans presented in this guide are intended to provide secondary teachers with examples of ways that students can use thinking and technology skills to solve problems and address issues they will be facing in their own futures. Each lesson has been based on the Williams Model for Cognitive-Affective Interaction to help teachers effectively set up and conduct classroom educational experiences. The lessons are designed to fit into existing courses in language arts (10 lessons), science education (9 lessons), and social studies (5 lessons). Each plan lists the curriculum area, grade level, objectives, and activity of the lesson, as well

as a brief introduction to the concepts involved. The appendices contain a description of the Williams Model for Cognitive-Affective Interaction and a discussion of databases and their uses. (16 references) (DB)

ED 337 134 IR 015 120
Hodes, Carol L.

The Induction, Use, and Effectiveness of Mental Imagery as an Instructional Variable: A Thesis in Curriculum and Instruction.

Pub Date—Aug 90
Note—171p. Ph.D. Dissertation, Pennsylvania State University.

Pub Type—Dissertations/Theses - Doctoral Dissertations (041) — Tests/Questionnaires (160)

EDRS Price - MF01/PC07 Plus Postage.
Descriptors—Analysis of Variance, *Cognitive Processes, College Students, Higher Education, Hypothesis Testing, *Imagery, Imagination, *Intermed Differences, *Memory, Pretests Posttests, Problem Solving, Psychological Studies, Questionnaires, Visualization

This dissertation presents the results of an investigation of visual mental imagery as a strategy hypothesized to increase the amount of interaction with content material and therefore the level of information processing and acquisition, and to assist information retrieval on posttests. Four treatments were used in a crossed, randomized two by two factorial design. The two independent variables were imagery instructions embedded in the text and visual illustrations related to the text. Instructional materials used were four versions of a 2,000-word script on the human heart (F. M. Dwyer, 1978). Dependent measures taken were a drawing test and three multiple-choice tests of 20 questions each, designed to measure factual learning, identification of parts, and comprehension learning. A post-treatment questionnaire assessed the subjects' perceptions of the effect of the imagery instructions and their use of imagery. Significant differences were noted on the ANOVA tests for many of the dependent measures, and both factors produced significant results on the drawing posttest. The group with the treatment containing both visuals and imagery consistently had the highest means for all test measures, while the group having text plus imagery had the lowest multiple-choice test score means of all groups. Among this sample, imagery was found to be a prominent cognitive process for the retention of information in all learning situations. Although it is not used exclusively to retain information, there is some evidence that imagery instructions interact with instructional visuals when embedded in text. Appendices contain the informed consent form and instructions to the subjects, the post-treatment questionnaire, pilot study data, experimental materials, criterion-referenced posttests, reliability coefficients, and the cell means of the dependent measures. (117 references) (Author/DB)

ED 337 135 IR 015 121
Switzer, Robin Works
Camp Wanna-Read: Program Guide for the Texas Reading Club 1991.

Texas State Library, Austin. Dept. of Library Development.

Spans Agency—Department of Education, Washington, DC.

Pub Date—91
Note—273p. For the 1990 program guide, see ED 326 245.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC11 Plus Postage.
Descriptors—Adolescent Literature, *Childrens Libraries, Childrens Literature, Elementary Secondary Education, Films, Guidelines, Handicrafts, *Library Planning, Library Services, Preschool Children, Program Development, Public Libraries, Reading Games, *Reading Programs, *Recreational Reading, State Programs
Identifiers—*Texas Reading Club

Camp Wanna-Read is the theme for the 1991 program for the Texas Reading Club, which centers around the experiences and types of things that happen at summer camp. Each chapter is a type of camp a child might attend such as cooking camp, art camp, music camp, science camp, Indian camp, nature camp, and regular summer camp. The chapters are divided by program and age level. In each chapter there are themes, ideas, and books for programs for children from preschool age through grade two, and grades three and up. The themes are used to unite the literature presented into a memorable whole, and to help with lesson planning. Programs

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for the grade two and under include books, films, fingerplays, dramatics, puppets, and crafts, and last for 30 minutes. Programs for grade three and up run from 30 minutes to an hour and include booktalks, films, guest speakers, creative writing, drama, and art. Also included in this manual are guidelines and resources for providing services to children with hearing disabilities; clip art; lists of outside resources including outside speakers and music, miscellaneous, and environmental resources; puzzles, drawings, handouts, and giveaways; and guidelines and sample materials to assist librarians in organizing a reading program. A 125-item bibliography is included. (DB)

ED 337 136 IR 015 122

Hodes, Carol L.
The Effect of Mental Imagery on Constructional Task.

Pub Date—Dec 90
Note—17p.
Pub Type—Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Cognitive Processes, Correlation, Freehand Drawing, Higher Education, *Imagery, Intermodality Differences, *Memory, Pretests Posttests, Psychological Studies, Spatial Ability, Time on Task, Undergraduate Students, *Visualization
Undergraduate students who were given specific instructions to form mental images while reading a text passage containing spatial information scored significantly higher than the control group on a drawing posttest. Significant correlations also resulted between the test scores and both reading time and use of imagery. The use of imagery instructions seems to influence the quality of the mental representation and therefore the ability to construct more accurate drawings of the information described in text. Drawing an object from memory is a task that requires the generation of an image in the working memory and reflects the quality of the mental representation. Thus, the use of imagery instructions can be a valuable strategy for learning when the information contains important spatial information. (25 references) (Author/DB)

ED 337 137 IR 015 123

Deaton, Meneta P.
Computer Integration in the Primary Grades.

Pub Date—May 91
Note—48p.
Pub Type—Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Classroom Techniques, *Computer Assisted Instruction, *Computer Managed Environment, Interviews, *Microcomputers, Primary Education, *Use Studies, Word Processing
This report contains the rationale for and results of a study investigating computer integration in the primary grades. The study encompassed functions and purposes of computer use, the subjects and programs currently in classroom use, and the extent of microcomputer use by student and teacher. Sources of investigation included published literature, personal observations, and teacher interviews. Results of the study indicate that teachers integrate computers into their existing curriculum with methods suggested in the literature, such as computer-assisted instruction. While methods were similar, computer management aspects, especially environment and schedules, varied among the observed classes. It is concluded that computer integration depends on educational environment and available resources. Appendices include a list of software (14 items), a researcher classroom observation form, a teacher interview form, and a list of specific programs observed in use. (15 references) (Author/DB)

ED 337 138 IR 015 124

Shimizu, Hidemi, Ed. And Others
Japanese-English Educational-Use Keyword Equivalents: Selected from ERIC Descriptors, 11th Edition.

Aichi Univ. of Education, Japan. Center for Educational Technology.
Pub Date—Mar 91
Note—388p.; For a translation of the 9th edition, see ED 246 903.
Language—Japanese; English
Pub Type—Reference Materials - Vocabulary/Classifications (134) — Multilingual/Bilingual Materials (171)
EDRS Price - MF01/PC16 Plus Postage.
Descriptors—*Educational Technology, English, Foreign Countries, Information Retrieval, *Japa-

nese, *Subject Index Terms, *Thesauri
Identifiers—*ERIC, *Keywords

As one aspect of its cooperation with UNESCO's Asian Programme of Educational Innovation for Development (APEID), and with the assistance of the Japan Council of Educational Technology Centers, the Center for Educational Technology, Aichi University of Education, has been preparing English language abstracts of educational technology research reports published in Japan, and publishing them in Educational Technology Research. It has also been necessary to publish subject index terms to aid in database information retrieval and, to that end, "The Thesaurus of ERIC Descriptors, 9th Edition" was translated in 1983. The revised version appears in the 11th Edition and includes scope notes for the descriptors. This edition lists many of the ERIC descriptors both in English-Japanese and Japanese-English. (DB)

ED 337 139 IR 015 126

Morrison, Doreen, Comp.
Archaeology: A Guide to Reference Sources.

McGill Univ., Montreal (Quebec). Libraries.
Pub Date—90
Contract—ISBN-0-7717-0219-1
Note—18p.
Pub Type—Guides - Non-Classroom (055) — Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Annotated Bibliographies, *Archaeology, College Libraries, Foreign Countries, Higher Education, Library Guides, Library Materials, *Reference Materials
Identifiers—McGill University (Canada)

This bibliographic guide lists reference sources available at McGill University for research in prehistory and non-classical archaeology. No exclusively biographical sources have been included, but many of the encyclopedias and handbooks contain biographical information and are annotated accordingly. Titles are listed in the following categories: (1) bibliographic guides (2 items); (2) directories (museums and societies, 5 items); (3) encyclopedias and topical dictionaries (12 items); (4) language dictionaries (3 items); (5) atlases (7 items); (6) guides, manuals, and surveys (14 items); and (7) bibliographies (34 items). Titles of works are given in the language of publication, but the annotations are in English. Entries contain listings from the following countries and regions: Africa, America, Central Asia, China, Egypt, Europe, Great Britain, Ireland, the Orient, Russia, and South and Southwest Asia. (DB)

ED 337 140 IR 015 127

Sng, Dennis Cheng-Hong
Network Monitoring and Fault Detection on the University of Illinois at Urbana-Champaign Campus Computer Network.

Illinois Univ., Urbana. Dept. of Computer Science.
Report No.—UIUC-ENG-90-1734; UIUCDCS-R-90-1595
Pub Date—Apr 90
Note—120p.; Master's Thesis, University of Illinois at Urbana-Champaign.
Pub Type—Dissertations/Theses - Masters Theses (042) — Computer Programs (101)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—*Computer Networks, Computer Software, *Computer System Design, *Database Management Systems, Data Collection, *Debugging (Computers), Higher Education, Information Systems, Integrated Library Systems, Systems Analysis, Use Studies
Identifiers—University of Illinois Urbana Champaign

The University of Illinois at Urbana-Champaign (UIUC) has a large campus computer network serving a community of about 20,000 users. With such a large network, it is inevitable that there are a wide variety of technologies co-existing in a multi-vendor environment. Effective network monitoring tools can help monitor traffic and link usage, as well as detect faults and correct them before serious degradation or loss of service to the user community occurs. This report describes a network monitoring and fault detection tool that has been developed and is currently in operation at UIUC. This tool makes use of the Simple Network Management Protocol (SNMP) to collect data from the various network elements monitored and process the data into reports for the network administrator. The report contains discussions of internet subnetting, UIUCnet architecture, motivation and design considerations, data collection and processing, fault detection and

isolation, and evaluation, together with comments. The appendices contain a description of the SNMP variables monitored, an SNMPlog, and examples of fault isolation. A glossary of terms and abbreviations is also provided. (52 references) (Author/DB)

ED 337 141 IR 015 128

Take A Trip Reference Manual: An Authoring and Storage System for Designing and Sharing Challenging Curriculum.

Minnesota State Dept. of Education, St. Paul. Evaluation Section.
Pub Date—88
Note—31p.; For use with HyperCard for the Macintosh Plus, SE, II.
Pub Type—Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Academically Gifted, *Authoring Aids (Programming), *Computer Managed Instruction, *Curriculum Design, Elementary Secondary Education, *Hypermedia, *Instructional Design, Microcomputers, *Teacher Developed Materials
Identifiers—Apple Macintosh

The Take a Trip program is an authoring and storage system for designing challenging curriculum. Using the power of hypermedia, specifically Apple Computer's HyperCard, Take a Trip provides course file stacks, help stacks, and personalized learning plan stacks. Designed to assist the user when new units are written, the help stacks provide an introduction to the system as well as information on curriculum design, writing tips, a sample course, and a template. The sample course stacks assist the designer by providing a comprehensive approach to instruction in a flexible format, and the personalized learning plan stacks provide a step-by-step process which directs the user to explore existing course files and outcomes to construct a personalized plan for an individual or a small group of students using the copy and paste features of the HyperCard system. All of the course stacks are arranged in the same way: basic course data form, group investigation activities, partner packets, side trips, research activities, thinking excursions, applied imagination, and evaluation. This program is based on the idea that the use of microcomputers and instructional design may help teachers explore patterns of curriculum design in individual courses. The manual is designed to aid educators in creating course stacks, writing a new course, examining course files, recording and tracking student work, designing curriculum for the gifted and talented, and sharing work with peers through electronic mail. (14 references) (DB)

ED 337 142 IR 015 129

Becker, Henry J.
When Powerful Tools Meet Conventional Beliefs and Institutional Constraints: National Survey Findings on Computer Use by American Teachers. Report No. 49.

Center for Research on Elementary and Middle Schools, Baltimore, MD.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Nov 90
Contract—OERI-G-90006
Note—26p.
Pub Type—Opinion Papers (120)
EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Academic Achievement, Computer Assisted Instruction, Computer Software, *Computer Uses in Education, Elementary Education, Junior High Schools, *Learning Activities, Mathematics Instruction, *Microcomputers, National Surveys, Programming, Teacher Attitudes, *Use Studies, Word Processing
This report reviews student usage of microcomputers in schools and the effects of microcomputer use on their academic achievement. Data was collected using: (1) a national survey from the 1989 international "CompEd" survey of the International Association for the Evaluation of Educational Achievement; (2) a 1989 survey of teacher attitudes conducted at Bank Street College; and (3) a 2-year experiment on the use of computer assisted instruction in mathematics. It is noted that, although a wide variety of computer software is currently in use, it is used predominantly to support traditional teaching styles and in teaching word processing and programming. It is concluded that although computer availability is important, the most important factors determining whether teachers use computers effectively are planning time and teacher attitudes, style, and background. Data are presented in narrative and tabular format. (10 figures and 6 refer-

ences) (DB)

ED 337 143

IR 015 131

Char, Cynthia A.

"Click on the Clock": Formative Research in the Development of Mathematics Software for Young Children. Report No. 90-1. Reports and Papers in Progress.

Education Development Center, Inc., Newton, MA. Center for Learning Technology.

Pub Date—90

Note—10p.

Available from—Center for Learning Technology, Education Development Center, 55 Chapel Street, Newton, MA 02160 (\$3.00).

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Computer Assisted Instruction, *Computer Software Development, *Courseware, *Formative Evaluation, Interaction, Learning Activities, *Microcomputers, Models, Primary Education, Prior Learning, Problem Solving

This paper presents a three-phase model of how formative evaluation research can inform the design of educational computer software products. Used as an illustrative case is a program of formative research conducted on "The Talking Clock," a computer assisted instructional software product designed to help children in kindergarten through second grade learn about clocks and time. This paper discusses how the formative evaluation addressed design and interaction issues including students' prior learning, formulation of learning activities, design of icons and the functioning of graphic objects, choice of mouse vs. touch screen as an input device, and classroom usability. Also addressed were such issues of classroom management as how well teachers could track students' progress, monitor their problem solving with the software, and assess their learning. (8 references) (DB)

ED 337 144

IR 015 194

Winkler, John D. Polich, J. Michael

Effectiveness of Interactive Videodisc in Army Communications Training.

Rand Corp., Santa Monica, Calif.

Spons Agency—Office of the Assistant Secretary of Defense for Force Management and Personnel (DOD), Washington, DC.

Report No.—ISBN-0-8330-1057-3; RAND/R-3848-FMP

Pub Date—Nov 90

Contract—MDA903-85-C-0030

Note—90p.

Pub Type—Information Analyses (070) — Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Communications, Comparative Analysis, *Computer Assisted Instruction, Computer Simulation, Conventional Instruction, *Evaluation Methods, Instructional Effectiveness, *Interactive Video, *Intermode Differences, Microcomputers, Military Training, Optical Data Disks, Postsecondary Education, Technical Education, *Training Methods, Transfer of Training

This report presents the results of RAND research conducted at the U.S. Army Signal Center, Fort Gordon, Georgia, to evaluate the effectiveness of an interactive videodisc (IVD) system used to facilitate training in a variety of military occupational specialties. The objectives of the study were to: (1) develop a methodology for assessing the instructional effectiveness of IVD technology, which links a microcomputer and laser videodisc to provide interactive instruction with high-resolution video displays; (2) apply the methodology to evaluate the benefits of an IVD training system used in communications training; and (3) provide a general model for assessing related training technologies in a broad range of courses and environments throughout the defense community. This report documents two RAND studies which compared the effects of hands-on equipment training with IVD training to determine the effectiveness of IVD in specific types of training and the transfer of that training to new situations. Discussions of issues raised by these studies in regard to how IVD technology may be used most appropriately in other training applications and training conditions conclude the report. (56 references) (DB)

ED 337 145

IR 015 195

Dockerman, David A.

Great Teaching in the One Computer Classroom. Second Edition.

RIE FEB 1992

Tom Snyder Productions, Inc., Cambridge, MA.

Pub Date—90

Note—125p.

Available from—Tom Snyder Productions, Inc., Educational Software, 90 Sherman St., Cambridge, MA 02140.

Pub Type—Guides - Classroom - Teacher (052) — Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Classroom Techniques, *Computer Assisted Instruction, Educational Strategies, Elementary Secondary Education, *Instructional Improvement, Large Group Instruction, *Learning Activities, *Microcomputers, Multimedia Instruction, Teacher Role, *Teaching Methods

This manual is designed to aid teachers and those who work with teachers in developing classroom techniques and learning activities that make use of microcomputers and computer-assisted instruction. The first chapter describes the evolution of ideas and the development of a philosophy for computer use in the classroom. The second chapter offers a theoretical framework for considering the four chapters that follow it: "A Tool for the Professional Teacher," "The Computer as a Presentation Tool," "The Computer as a Discussion Generator," and "The Computer and Cooperative Learning." These four chapters address the role of the teacher in the one-computer classroom, use of the computer as an educational strategy for large group instruction, and the effects of computer use on student participation in learning. Many classroom applications are noted in these chapters, and ideas from teachers currently using one computer in their classrooms are presented. Helpful tips for beginning computer-using teachers are also provided, as well as reproducible handout materials and a list of 17 related historical and contemporary reading references. (DB)

ED 337 146

IR 015 197

Wilson, Kathleen Tally, William

Classroom Integration of Interactive Multimedia:

A Case Study. Technical Report No. 16.

Center for Technology in Education, New York, NY.

Pub Date—Jun 91

Note—19p.; For related reports, see IR 015 198 and IR 015 200.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Case Studies, *Computer Assisted Instruction, Computer Software, Educational Environment, Grade 5, *Interactive Video, Intermediate Grades, *Microcomputers, *Multimedia Instruction, Small Group Instruction, *Student Developed Materials, *Student Participation, Teacher Role

This case study involved the incorporation of prototype multimedia instructional materials into a fifth-grade classroom in a public elementary school for a period of 6 weeks. The research was conducted in the Hillcrest School in a suburb of New York City. Shortly after their introduction into the classroom, microcomputers, interactive video technology, and computer-assisted instructional programs became part of the classroom culture and were being used by students for game-playing, research, and the creation of individual and collaborative presentations and interactive multimedia "reports." In this mode, students used computer software tools to select, construct, and revise ideas with moving and still images, text, and sounds, creating products that included visually annotated reports and narrated presentations. This report describes the highlights of children's work as multimedia "authors" and details the conditions that surrounded and supported their work. It is concluded that the introduction of multimedia educational technologies into supportive schools and classrooms is not only highly successful, but also becomes a vehicle for small group instruction and the creation of original products that further students' research and participation in learning. Eight notes and a list of 87 related articles conclude the report. (Author/DB)

ED 337 147

IR 015 198

Wilson, Kathleen Tally, William

Designing for Discovery: Interactive Multimedia Learning Environments at Bank Street College.

Technical Report No. 15.

Center for Technology in Education, New York, NY.

Pub Date—Jul 91

Note—22p.; For related reports, see IR 015 197 and IR 015 200.

Pub Type—Opinion Papers (120) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Child Development, Computer Assisted Instruction, Discovery Learning, *Educational Environment, Educational Television, Electronic Classrooms, Elementary Education, Formative Evaluation, *Instructional Design, Instructional Materials, *Interaction, Interactive Video, Interviews, *Learning Theories, Material Development, Models, *Multimedia Instruction, Teacher Student Relationship

This report discusses "multimedia" instruction as it applies to successful learning environments at Bank Street College of Education (New York), ranging from pre-electronic to electronic. In four of the interviews detailed, a Bank Street College professor, researcher, and two Bank Street School for Children teachers offer different perspectives for thinking about the character and quality of the learning situation, the nature of learning materials, the structure of the learning environment, the kinds of interactions that are built into those environments, and the theories of learning and child development implicit in their work. In the last three interviews, other Bank Street staff respond to the need for a variety of design models for electronic multimedia environments. Two models are discussed which exemplify the Bank Street tradition in multimedia design: "The Voyage of the Mimi," a television series, and the videodisc-based "Palenque." The role of formative evaluation in the development of these multimedia materials is also discussed in an interview with a formative researcher who worked on both projects, and the relationship between teacher and student in a multimedia classroom is considered. A list of 88 related articles is provided. (Author/DB)

ED 337 148

IR 015 199

Newman, Denis

Technology as Support for School Structure and School Restructuring. Technical Report No. 14.

Center for Technology in Education, New York, NY.

Pub Date—Jun 91

Note—12p.

Pub Type—Opinion Papers (120) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Computer Networks, Earth Science, Educational Technology, Elementary Education, *Instructional Systems, *Local Area Networks, Microcomputers, *School Restructuring, Science Instruction

Identifiers—Integrated Learning Systems

Technologies can play a role in restructuring schools, but they can also effectively support existing school structures depending on how they are designed and used. This paper contrasts the organizational impact of two technology systems in terms of the physical location in the school, the curriculum, how time is scheduled, and the opportunities afforded students to engage in long-term, open-ended projects. Considered first are integrated learning systems, a class of computer systems designed to fit in well with existing school organizations. In contrast, an environment called Earth Lab is described, and its application in the restructuring of a school is illustrated. The Earth Lab project has been designing, implementing, and observing the effects of a local area network (LAN) system intended to facilitate collaborative work in elementary school earth science instruction. It is noted that the flexibility of location and time, the collaboratively constructed interdisciplinary curriculum, and the provision for student access to the tools, are critical components of this environment. A discussion of the complex relationship between school restructuring and the implementation of technology for schools concludes the report. (14 references) (Author/DB)

ED 337 149

IR 015 200

Wilson, Kathleen Tally, William

Looking at Multimedia: Design Issues in Several Discovery-Oriented Programs. Technical Report No. 13.

Center for Technology in Education, New York, NY.

Pub Date—Jun 91

Note—14p.; For related reports, see IR 015 197-198.

Pub Type—Guides - Non-Classroom (055) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Courseware, Databases, *Discovery Learning, Educational Media, Elementary Secondary Education, Evaluation Criteria, *Instructional Design, *Instructional Materials, *Multimedia Instruction, User Needs (Information)

Based on reviews of 10 examples of multimedia design, this paper presents an introductory framework for reflecting on the issues involved in the design of interactive multimedia instructional programs for discovery learning. High school students, junior and senior high school teachers, and Center for Technology in Education (CTE) staff reviewed the programs in the CTE multimedia lab, using and discussing them from the standpoint of consumers as well as design critics. This paper provides a synthesis of their different perspectives on the programs' characteristic features in the form of questions designed to help educators to better understand and evaluate these and other new multimedia materials. Discussions of the design issues are organized according to what appear to be the basic design components of most discovery-oriented multimedia programs and the major design considerations in each category: (1) a database of information, with a particular content (depth vs. breadth, media formats, realism, point of view, and connection to curricula) and a particular database structure (nature of the raw materials, browsing vs. direct searching and sorting, use of contextual metaphors and organizers, and structured activities); (2) a computer software user interface for accessing the information (contextualizing overview, locational information, visual/spatial access, multiple options, and system responsiveness and consistency); and (3) interactive tools for manipulating the information (personalizing; searching, sorting, and browsing tools; linking and tracing; editing and authoring; and producing, composing, and programming). (10 references) (DB)

ED 337 150 IR 015 201

Collins, Allan And Others

Three Different Views of Students: The Role of Technology in Assessing Student Performance. Technical Report No. 12.

Center for Technology in Education, New York, NY.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—Apr 91

Contract—1-35562167-A1

Note—11p.

Pub Type—Opinion Papers (120) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Comparative Testing, *Computer Assisted Testing, Computer Simulation, Elementary Secondary Education, Microcomputers, Problem Solving, Science Tests, Test Construction, *Test Format, *Videotape Recordings

Identifiers—*Paper and Pencil Tests

The use of paper and pencil, videotape recordings, and microcomputers in student testing provide three very different views of student achievement. Paper and pencil tests can record how students compose tests and documents, and how they critique documents or performances. Video recordings can record how students explain ideas, answer questions, listen in class, cooperate in a joint task, and perform experiments. Microcomputers can record how students learn with feedback, trace their thinking processes, and record their abilities to deal with realistic situations. The construction of tests and the format those tests take are based, in part, on the kinds of tasks that students are required to learn to perform and a change in educational testing affects the instructional material that is taught. A key part of a current effort to develop systematically valid methods of assessing student performance in the context of high school science is the exploration of the kinds of tasks that will enable students to use and demonstrate the broader range of abilities outlined above, which will require very different kinds of tasks than those that are now the norm. Data are being collected for this project using a computer program called Physics Explorer, which provides students with a simulation environment in which they can conduct experiments to determine how different variables affect each other in a physical system. Another kind of task might be diagnosing why a system is not behaving as expected. Computers can also provide a setting where students can carry out a design task and try it out in a simulation. Research needs to be conducted to test this new approach to testing in schools, paying particular at-

tention to its reliability, generalizability across schools, and effectiveness. (17 references) (DB)

ED 337 151 IR 015 203

Newman, Denis Torz, Frederic

A World in the Classroom: Making Sense of Seasonal Change through Talk and Technology. Technical Report No. 11.

Center for Technology in Education, New York, NY.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—Feb 91

Contract—1-35562167-A1

Note—20p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Computer Assisted Instruction, Computer Simulation, Computer System Design, Curriculum Design, Databases, *Data Collection, *Elementary School Science, Grade 5, Grade 6, Intermediate Grades, Microcomputers, Science Education, *Structural Equation Models, *Teaching Methods, Telecommunications, *Theory Practice Relationship

Identifiers—*Sense Making Approach

Arguing that the development of a notion of sense-making is of critical importance to improving science learning, this paper examines science teaching in four Boston (Massachusetts)-area classrooms that participated in an experiment on ways of integrating technology into a sixth-grade science curriculum on the earth's seasons. The task of the teachers was to design a unit that included modeling and data collection components and to integrate the use of technology into these activities. As the work progressed, the project took the form of a formative experiment in which teachers modified their approaches and the researchers modified their support as they attempted to achieve a goal of engaging students in active science learning activities. Detailed descriptions of activities in the four classrooms point to the ways that a common curriculum design, which takes the scientific theory as the objective, can result in the dissociation of the data from the theory, and suggest some of the difficulties in bringing together the conditions for helping students make sense of science. It is noted that, in many cases, data are discussed without engaging in questions about why the data have a particular pattern; structural equation models are often taught directly with no explicit discussion of how the model explains specific data; and the systematic dissociation of theory and practice can also apply to the use of simulations, databases, and telecommunications. A discussion of the simulation SunLab examines the use of this computer-assisted instructional program both as a surrogate for the earth-sun system model, and as a data collection device. It is concluded that classroom or group discussion may prove more fruitful than individual exploration, and that the teachers' role is crucial in creating the framework. It is further argued that the design of database and microcomputer learning systems should allow for the sharing of data and models from the start. (29 references) (DB)

ED 337 152 IR 015 205

Ringstaff, Cathy And Others

Trading Places: When Teachers Utilize Student Expertise in Technology-Intensive Classrooms.

Apple Computer, Inc., Cupertino, CA.

Pub Date—91

Note—25p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Adoption (Ideas), Classroom Environment, *Classroom Techniques, *Computer Assisted Instruction, Conventional Instruction, *Cooperative Learning, Educational Change, Electronic Equipment, Elementary Secondary Education, Instructional Innovation, Longitudinal Studies, Microcomputers, Peer Teaching, Qualitative Research, Student Role, *Teacher Role, Teaching Methods

Identifiers—*Apple Classrooms of Tomorrow

Utilizing self-report data from 32 elementary and secondary teachers, this longitudinal, qualitative study examines the role shifts of both teachers and students as they adapted to teaching and learning in

educational, technology-rich, Apple Classrooms of Tomorrow environments. At first, teachers in these instructionally innovative classrooms continued to rely on traditional teaching strategies despite radical physical changes brought about by the introduction of microcomputers, printers, laserdisks, and other technological tools. However, over time, teaching methods changed from traditional lecture style to instruction dependent on student cooperative learning and peer teaching. Three major issues are addressed in this paper: (1) how and why teachers began to utilize student expertise; (2) how the roles of student experts were expanded as teachers recognized the benefits of peer interaction and collaboration; and (3) how changes at the classroom and institutional levels reinforced teachers' decisions to utilize student expertise. It is concluded that as teachers successfully attempt new classroom techniques, they see for themselves the value of educational strategies such as peer tutoring, and can re-evaluate their beliefs about teaching and learning. (27 references) (Author/DB)

ED 337 153 IR 015 206

Sandholtz, Judith Haymore And Others

The Relationship between Technological Innovation and Collegial Interaction.

Apple Computer, Inc., Cupertino, CA.

Pub Date—91

Note—30p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Collegiality, *Cooperation, *Educational Change, Electronic Equipment, Electronic Mail, Elementary Secondary Education, Interaction, *Interprofessional Relationship, Longitudinal Studies, *Microcomputers, Peer Relationship, Professional Development, Teacher Attitudes, *Team Teaching, Teamwork, Videotape Recordings

Identifiers—*Apple Classrooms of Tomorrow

This paper examines the process by which an immediate access-to-technology environment influences the frequency, form, and substance of collegial interaction among classroom teachers. The longitudinal study, part of the Apple Classrooms of Tomorrow project, covers a 5-year period and utilizes data from 32 elementary and secondary teachers in five schools located in four different states. Over time, teachers' interactions moved from informal, infrequent exchanges to structured technical assistance to formalized team teaching and cooperation. Using electronic mail, correspondence between sites, and audiotapes on which teachers reflected about their experiences, researchers discovered that the new patterns of teaching and learning can be viewed as an evolutionary process similar to other models of educational change. Five stages were identified: entry, adoption, adaptation, appropriation, and invention. Differences in teacher attitudes and the organizational structure at the elementary and secondary levels led to different types of obstacles in team teaching. Several advantages of teamwork are noted, and experiences of selected teachers are provided. It is concluded that access to technology drove teachers to more collegial interaction and provided a measure of professional development. (31 references) (Author/DB)

ED 337 154 IR 015 207

Gutenka, Gregory

Penetrating the Glass Wall: Creating and Retaining the Interactive Illusion in Televised Distance Education.

Pub Date—May 91

Note—14p.; Paper presented at the Canadian Communications Association Conference (Kingston, Ontario, Canada, May 30, 1991).

Pub Type—Guides - Non-Classroom (055) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Communication (Thought Transfer), *Distance Education, *Educational Television, Interaction, Postsecondary Education, *Production Techniques, *Programming (Broadcast), Teacher Student Relationship, *Teaching Methods

Current interests in and implementations of televised distant education technology systems and programming make what can be considered the third attempt to deliver instruction to remotely situated students. To compensate for diminished stimuli (losses in visual resolution, three dimensional space,

sound perspective, etc.), adroit users of educational television have developed techniques for constructing and selecting content and for presenting this content through the video medium. Two strategies can be noted: preserve and retain as much of the reality as is possible from mediation, and compensate for what is unavoidably lost by exploiting and enhancing the special attributes of the medium. For example, the illusion of interaction between teacher and students may be supported by such production variables as: (1) unified eyelines, in which all participants are at a common eye level; (2) perspective, or, the distance between the viewer and the things being viewed; and (3) eye contact. Telecast instructional delivery can be improved upon primarily by positive applications of these production techniques; however, an instructor's teaching methods are also a factor in successful communication. (12 references) (DB)

ED 337 155 IR 015 208

Tucker, Susan A. Dempsey, John V.
Semiotic Criteria for Evaluating Instructional HyperMedia.

Pub Date—91

Note—23p; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).

Pub Type—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Check Lists, *Computer Software Evaluation, *Courseware, Critical Thinking, *Evaluation Criteria, *Hypermedia, Information Management, Instructional Design, Instructional Innovation, Microcomputers, *Semiotics

Identifiers—HyperCard

This report describes hypermedia as a non-linear interlinked representation of textual, graphic, visual and audio material, that enables students to connect large bodies of information while developing analytical skills necessary to think critically about this information. It is noted that the use of microcomputers for hypermedia instruction represents an instructionally innovative way for students to manage information. The paper focuses on the use of a semiotic checklist to evaluate instructional hypermedia using HyperCard. Five semiotic criteria are presented and discussed: (1) intertextuality/intermediality, which emphasizes the linking of text directly with the author, its reactors, and its audience; (2) decentering and recentering, which involves the user making his/her own interests the center of learning rather than the author's vision of the computer software; (3) mediating networking and navigating, in which learners control their own paths through the situated relations; (4) negotiating expert and novice boundaries, which emphasizes the necessity for instructional designers to account for the differences in expert and novice knowledge representations; and (5) boundaries of individual work, in which the boundaries of text are weakened by nonsequential reading and thinking. It is concluded that the increasing ease of access for users and the ease of development for non-programming as well as programming instructional designers requires systematic evidence on hypermedia's instructional dimensions. A criteria checklist is included. (47 references) (DB)

ED 337 156 IR 015 210

Ashworth, Daniel Atmore, David
Collaborative Word-Processing. Evaluation of Exploratory Studies in Education Computing, Study 12.

New Zealand Council for Educational Research, Wellington.

Report No.—ISBN-0-908567-84-7

Pub Date—89

Note—49p.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—Computer Assisted Instruction, *Cooperative Learning, Elementary Education, Foreign Countries, *Group Dynamics, Interviews, Leadership, Microcomputers, Questionnaires, Sex Differences, Small Group Instruction, Student Attitudes, *Word Processing, *Writing (Composition)

Identifiers—New Zealand

This study sought to examine the group dynamics of children working and learning collaboratively on a computer-based instructional writing task. Standard 3 and 4 children at two urban primary schools in the Dunedin area of New Zealand were assigned the task of producing illustrated interactive stories

using the "Twist-a-plot" program. Pupils worked in groups of about four members where group membership was determined in various ways (the "independent variable"). Allocation to group was child-initiated, teacher-initiated, or a mixture of the two, with social attractiveness and scholastic abilities taken into consideration. At the end of each phase, all groups and individuals were given a standard detailed interview designed to examine aspects of group dynamics, in particular, leadership roles, participation in the task, and attitude toward the group and the task. The major findings were: (1) virtually all groups completed the word processing writing task, irrespective of the method of allocation to group; (2) children were happy to work in mixed-sex groups but reluctant to publicly choose to work with pupils of the opposite sex; (3) both boys and girls tended to believe that "boys are good at pictures and story, and girls are good at typing"; (4) in groups of mixed scholastic ability slower pupils are likely to be left behind; and (5) children do not have much awareness of group processes. Appendices include the student interview schedules, a rationale and analysis of the term two and term three interviews, and a summary of responses to the term four interviews. (5 references) (Author/DB)

ED 337 157 IR 015 211

Pelgrum, Willem J. Plomp, Tjeerd

The Use of Computers in Education Worldwide: Results from a Comparative Survey in 18 Countries.

Pub Date—91

Note—24p; Paper presented at the Annual Conference of the American Educational Research Association (Chicago, IL, April 3-8, 1991). Statistical tables will not reproduce well due to small type size.

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Administrator Attitudes, Comparative Analysis, *Computer Assisted Instruction, Computer Literacy, Computer Software, Elementary Secondary Education, *Foreign Countries, Microcomputers, School Surveys, Teacher Attitudes, Teacher Education, Teaching Methods, *Use Studies

In 1989, the International Association for the Evaluation of Educational Achievement (IEA) Computers in Education study collected data on computer use in elementary, and lower- and upper-secondary education in 22 countries. Although all data sets from the participating countries had not been received at the time of writing, this paper provides some preliminary results from 19 educational systems in 18 countries. Countries participating in the study include Belgium (Flemish and French school systems), Canada (British Columbia), China, France, West Germany, Greece, Hungary, India, Israel, Japan, Luxembourg, the Netherlands, New Zealand, Poland, Portugal, Slovenia, Switzerland, and the United States. The paper shows statistics related to: (1) the availability and the use of computer hardware, software, and peripherals; (2) the problems experienced in using computers in schools; and (3) the attitudes of administrators towards computers. The results show that drastic changes have taken place in the last few years in the number of schools equipped with computers, and the number of computers available in schools. It is noted that in most educational systems microcomputers are used by a limited number of teachers, and are used mainly for teaching students about computers. Major problems that appeared included a lack of teacher preparation time, the lack of sufficient computer software of high quality, and a lack of teacher education and training. It is suggested that the creation of short- and long-term implementation strategies could facilitate the integration of computers into existing subjects. (5 references) (DB)

ED 337 158 IR 015 212

Asink, Egbert van der Linden, Jan
Computer Controlled Spelling Instruction: A Case Study in Courseware Design.

Pub Date—91

Note—11p; Paper presented at the Annual Conference of the American Educational Research Association (Chicago, IL, April 3-7, 1991).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Classroom Environment, *Computer Assisted Instruction, Computer Software, Computer System Design, Feedback, Foreign

Countries, Individual Differences, *Instructional Design, Junior High Schools, Learning Modules, Man Machine Systems, Programmed Instruction, *Programmed Instructional Materials, Sequential Approach, *Spelling Instruction, Structural Grammar

Identifiers—Netherlands

The research project "Feedback Processes in Computer Managed Spelling Instruction" is aimed at developing and testing an instructional software program for teaching the orthography of Dutch verbs. The main focus of this paper is on how to design an optimal educational environment. The design of the man-computer interaction is highlighted from a number of aspects: the sequencing of the learning content, the presentation of information on the screen, and the format of student input and feedback. The program consists of seven instructional modules, each focusing on a grammatical operation such as grammatical tense, person, number and voice. Two versions of the program, a Standard Version and a Flexible Version, were field tested and the results were compared, taking account of individual differences in spelling ability and motivation variables. Results indicated that no strong interactions between treatment variables and student characteristics could be established; however, on the whole, the software proved to be effective. (6 references) (Author/DB)

ED 337 159 IR 015 213

Unesco: IBE Education Thesaurus. Fifth Edition—1990: Revised and Enlarged. A List of Terms for Indexing and Retrieving Documents and Data in the Field of Education, with French and Spanish Equivalents.

International Bureau of Education, Geneva (Switzerland); United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Report No.—ISBN-92-3-102723-9

Pub Date—91

Note—154p; For the first edition, see ED 089 746. Language—French; Spanish; English

Pub Type—Reference Materials - Vocabularies/Classifications (134) — Multilingual/Bilingual Materials (171)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Classification, Databases, *Education, English, French, *Indexing, *Information Retrieval, International Programs, Spanish, *Subject Index Terms, *Thesauri

This thesaurus is a tool for indexing and retrieving documents and data in the field of education in an international context. Introductory materials include a description of the thesaurus and discussions of its relationship with other thesauri, the thesaurus as an international instrument, its coverage and structure, fields, facets, descriptors and identifiers, terminological choice, linguistic choices, use of the thesaurus, and the fifth edition of the thesaurus and future revisions. Also provided are lists of new descriptors and identifiers and invalid or dead descriptors and identifiers, and a sample entry. The first of four major sections of the thesaurus, "General headings for fields and facets," provides an overview of the classification of terms. The second part, "Alphabetical array of descriptors and identifiers," displays the English terms with their French and Spanish equivalents, together with cross-references, explanatory notes, hierarchical relationships, and place in the classification scheme, i.e., the facet. In the third part, "The faceted array of descriptors and identifiers," the terms are displayed in English by facets which form part of eight broad fields: context, administration and research, instruction, people, growing and learning, content, things, and identifiers. The fourth part, "Permuted list of descriptors and identifiers," is organized alphabetically by key-words out of context. This revised edition contains a number of new terms and an increased number of scope notes. (DB)

ED 337 160 IR 015 214

Gayle, Susan, Ed.

NECC '91. Proceedings of the Annual National Educational Computing Conference (12th, Phoenix, Arizona, June 16-20, 1991).

Spons Agency—National Educational Computing Conference.

Report No.—ISBN-0-924667-69-9

Pub Date—91

Note—372p; For the 1989 proceedings, see ED 317 190. Proceedings from 1984 to 1990 are also available from the International Society for Technology in Education for \$25.00 each.

Available from—International Society for Technology in Education, 1787 Agate Street, Eugene, OR 97403 (\$25.00).

Pub Type—Collected Works - Proceedings (021)
EDRS Price - MF01/PC15 Plus Postage.

Descriptors—*Computer Assisted Instruction, Computer Literacy, Computer Software, *Educational Technology, Elementary Secondary Education, Higher Education, *Hypermedia, Interactive Video, Language Arts, Mathematics Instruction, Microcomputers, Multicultural Education, *Multimedia Instruction, Needs Assessment, Problem Solving, Programming, School Restructuring, Science Instruction, Social Studies, Telecommunications, Writing Instruction

Identifiers—Logo Programming Language
The theme of this annual conference was "Solutions," and referred to both human and electronic solutions. The proceedings are organized by conference day and contain the following: (1) Tuesday—presentations on multicultural and multimedia education, telecommunications, hypermedia, problem solving, mathematics instruction, language arts, social studies, teacher training, computer literacy, interactive video, Logo, school restructuring, and computer science (80 abstracts, 12 papers); (2) Wednesday—presentations on mathematics instruction, computer literacy, instructional research, teacher training, educational technology, special populations, tutorial systems, computer software, hypermedia, multimedia, science instruction, Logo projects, writing instruction, higher education, sex differences, foreign exchange students, international computing, video communications, music and the arts, bilingual computing, and funding (94 abstracts, 13 papers); and (3) Thursday—presentations on multimedia instruction, problem solving, mathematics instruction, teacher training, deaf education, elementary and secondary schools, corporate environments, diagnostic skills, telecommunications, world and local communities, Logo technology, Apple II applications, multimedia faculty development, special learners, needs assessment, simulation, databases, and laser discs (78 abstracts, 9 papers). A list of conference committees, society descriptions, and reviewer acknowledgments are also included. An index by authors concludes the report. (DB)

ED 337 161 IR 051 219

Burpee, Peter Wilson, Brenda

Distance Education in the Faculty of Education.

Pub Date—91

Note—9p.

Journal Cit—McGill Journal of Education; Spring 1991

Pub Type—Journal Articles (080)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Distance Education, Electronic Mail, Elementary Secondary Education, Facsimile Transmission, Foreign Countries, Higher Education, *Material Development, *Professional Continuing Education, Professional Development, Teacher Education, *Teacher Student Relationship, Telecommunications, *Telephone Instruction

Identifiers—*McGill University (Canada), *Two Way Communication

This report describes the development of a distance education, professional development program for teacher education which promotes two-way communication between tutor and student through use of the telephone, electronic mail, and facsimile transmission (FAX). It is reported that in 1986, McGill University in Montreal began by offering education courses to five teachers in remote areas, with enrollment expanding to 320 by 1991. Educational computing and media courses were adapted for distance education, representing the department's first major venture in developing specific instructional materials for distance learners. Additionally, the geographical area served grew to include all of Quebec, the Northwest Territories, the Yukon, New Brunswick, Nova Scotia, and parts of Newfoundland and Labrador. It is noted that, although the relationship between teacher and student in distance education seems to imply a form of learning that is remote, impersonal, and indifferent, students of the McGill program praise the courses for their "human" atmosphere and the "warm" interaction they allow. It is concluded that the McGill University program is a success, and will continue to establish more substantial programs in continuing education for professionals. It is also expected that future research will find immediate application in establishing new guidelines for tutor training. (13

references) (DB)

ED 337 162 IR 051 222

Technical Reports & Working Papers: A Publication History.

Bank Street Coll. of Education, New York, NY.
Center for Children and Technology.

Pub Date—[91]

Note—18p.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Annotated Bibliographies, Cognitive Processes, Computer Software, Educational Environment, Elementary Secondary Education, Interactive Video, Mathematics Instruction, Microcomputers, Multimedia Instruction, Programming, *Publications, *Research and Development Centers, *Research Reports, Science Instruction, Sex Differences, Writing Instruction

Identifiers—Logo Programming Language
The technical reports and working papers published by the Center for Children and Technology that are listed in this guide focus on educational technology and its relationship to student learning and school restructuring. Technical reports share research results, describe prototype designs, and address issues crucial to the Center's research agenda. Working papers are more informal reflections on the research process. The listings for 51 technical reports include title, author, publication date, a brief description of the paper, its availability, where it has been published or its ERIC document number, and the number of pages. Topics include microcomputers and their implementation in and impact on elementary and secondary schools; problem solving and Logo programming; computer software issues; cognitive processes and computer use; sex differences issues; learning environments that incorporate educational technologies; databases; programming skills; mathematics instruction; interactive video in the classroom; science instruction; conducting research in classrooms; and the design of educational computer software. The listings for four working papers include the title, author, publication date, description of the paper, and number of pages. Topics include interactive video; interactive multimedia; elementary earth science instruction; and cultures and gendered values. A further listing of 16 Center for Technology in Education technical reports includes title, author, publication date, description, availability, and number of pages for each report. Topics include computer-supported writing; educational testing; multiple intelligences; teachers' beliefs; organizational impact of school computers; school restructuring; disadvantaged students; assessing school performance; discovery-oriented programs; and interactive multimedia learning. (DB)

ED 337 163 IR 051 549

Ensor, Pat

Keyword/Boolean Searching on an Online Public

Access Catalog: Patrons and Their Perceptions.

Pub Date—Oct 90

Note—332p.; 8-1/2x11 questionnaire converted to 8-1/2x11 (overlapping) and inserted after Table of Contents.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC14 Plus Postage.

Descriptors—College Libraries, Computer Literacy, Demography, Higher Education, *Information Retrieval, Information Seeking, Library Instruction, *Online Catalogs, *Search Strategies, Subject Index Terms, *User Needs (Information), User Satisfaction (Information), *Use Studies

Identifiers—*Boolean Operators, Indiana State University, *Keywords
This report presents the results of a study which explored how patron perceptions and demographics related to keyword/Boolean searching on Indiana State University's (ISU) Library User Information System (LUIIS), the online public access catalog (OPAC). Two general theses guide the study: (1) whether the use or non-use of keyword searching on LUIIS is related to variables such as age, computer experience, subject area, status, and frequency of and experience in searching LUIIS; and (2) whether there are certain measures ISU Libraries can take to increase the chance that patrons will use assistance in keyword searching to improve the quality of their keyword searching. An introduction to the study, a review of the literature, an overview of the study methodology, and the survey instrument precede the study results. These results are divided into two major sections: (1) demographic and other user

characteristics for all LUIIS users; and (2) characteristics of LUIIS users who have done keyword searching. One finding of this study is that a majority (80%) of ISU LUIIS users have done keyword searching and only 2.5% say that they do not plan to do it in the future. However, most users do not see themselves performing keyword searching most of the time. Few (11%) felt that keyword searching was a superior search method, although 30% said that they use it every time they use LUIIS. It is noted that knowledge about keyword searching is not as widespread as it should be. Only half of the users understood that subject (s=) searching uses only Library of Congress Subject Headings. The study also presents evidence that the instructional method used to learn keyword searching—e.g., library instruction classes, keyword help screens, library handouts—is connected with better performance on study questions which determine keyboard knowledge. It is suggested that more effort needs to be concentrated on terminal independent instruction options that are geared more toward user needs. A copy of the patron questionnaire is included. (35 selected readings) (MAB)

ED 337 164 IR 051 692

Suggested Copyright Policy and Guidelines for

California's School Districts.

California State Dept. of Education, Sacramento.

Report No.—ISBN-0-8011-0920-5

Pub Date—91

Note—19p.

Available from—Bureau of Publications, Sales Unit, California Department of Education, P.O. Box 271, Sacramento, CA 95802-0271 (\$3.00 for a single copy, \$12.50 for 10 copies).

Pub Type—Guides - Non-Classroom (055) — Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Access to Information, Audiotape Recordings, Computer Software, *Copyrights, Educational Policy, Elementary Secondary Education, *Fair Use (Copyrights), Films, Guidelines, *Instructional Materials, Library Materials, Programming (Broadcast), *Reprography, School Districts, Videotape Recordings

Identifiers—*California, Off the Air Recordings, Printed Materials

This manual presents guidelines and policies for California librarians and educators for the reproduction of copyrighted works. Guidelines cover the following types of materials: printed materials; sheet and recorded music; audio recordings (i.e., records, disks, tapes); films, videotapes, filmstrips, overhead transparencies, and slide programs; television (off-the-air taping); radio (off-the-air taping); rental, purchase, and use of videotapes; computer software; and reproduction of works for libraries. Brief statements are also provided on the use of copyrighted materials for educational performances and displays and the potential for copyright infringement when using emerging technologies, i.e., digital video, videodisk, satellite transmission, distance learning, CD-ROM, online databases (and their downloading), informational networks, and other educational interventions that can be manipulated into new copyrightable forms of expression. Concluding the guide are three sample request forms, one for permission to reproduce copyrighted materials, one to request information on the availability and retention of specific television programs, and one to request permission for off-the-air videotaping. (13 selected readings) (MAB)

ED 337 165 IR 051 693

Irving, Jan

Super Summer Reader. 1991 Iowa Summer Library Program.

Iowa State Library, Des Moines.

Pub Date—91

Note—98p.; For the 1990 program guide, see IR 053 694.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Bibliographies, *Childrens Libraries, Childrens Literature, Elementary Education, Games, Group Activities, Handicrafts, Library Planning, *Library Services, Picture Books, Preschool Education, Program Descriptions, Publicity, Public Libraries, *Reading Materials, *Reading Programs, *Summer Programs

Identifiers—Iowa

This manual presents information about Iowa's 1991 summer reading program, whose theme, "Super Summer Reader," celebrates both children and

reading, as well as the "super people" found throughout history, in local communities, and in families. The manual contains a planning guide that is arranged by the following topics: scheduling, personnel, registration, record keeping, program event, promotion, and overall evaluation. In addition, the manual also features ideas for promotion and publicity, room decoration and bulletin boards, reading incentives, specific programs, art projects, games, activity sheets, bibliographies of books for younger and older children, a resource list, and the program's evaluation form. A final section of the manual contains clip art which promotes the Super Summer Reader theme. (MAB)

ED 337 166 IR 053 694

Irving, Jan
Silly Dilly Summer. 1990 Iowa Summer Library Program.

Iowa State Library, Des Moines.

Pub Date—90

Note—129p.; For the 1991 program guide, see IR 053 693.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Annotated Bibliographies, *Childrens Libraries, Childrens Literature, Elementary Education, Games, Group Activities, Handicrafts, Library Planning, *Library Services, Picture Books, Preschool Education, Program Descriptions, Publicity, Public Libraries, *Reading Materials, *Reading Programs, *Summer Programs

Identifiers—*Iowa

This manual presents materials which were designed for use by librarians in planning for and implementing the 1990 Iowa summer library program, "Silly Dilly Summer." The manual includes the program's planning materials (e.g., the resource list and a planning checklist) and publicity materials for promoting the program. The other sections include a list of points to keep in mind when designing a reading incentive program, decorating and display ideas, a list of program ideas, projects and activities, activity pages, and a bibliography. The bibliography is divided into three parts: (1) picture books and books for younger readers; (2) books for older kids; and (3) professional resources bibliography. Concluding the manual are a list of additional resources, clip art for promoting the program, an index to the manual, and the program's evaluation form. (MAB)

ED 337 167 IR 053 708

Olson, David L.

Grantsmanship: A Primer for School Librarians.

Maine Univ., Farmington.

Pub Date—91

Note—20p.

Available from—David L. Olson, Mantor Library, University of Maine at Farmington, 41 High St., Farmington, ME 04938 (\$2.50 single copy, \$1.50 each for multiple copies).

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Elementary Secondary Education, Financial Support, *Grants, *Grantsmanship, Guidelines, Institutional Mission, Learning Resources Centers, Media Specialists, Organizational Objectives, Private Financial Support, Program Proposals, *Proposal Writing, *School Libraries

This report describes how school librarians can master the art of grantsmanship by following three guiding principles. First, librarians are advised to begin by identifying their institution's goals and objectives and conducting a needs assessment. Second, it is important for the grant-seeker to understand the mission of the funding source (whether it is a corporation, foundation, or government agency), its goals and objectives, preference for projects to fund, and procedures for the submission and review of proposals. Thirdly, the library media specialist is advised to develop the proposal with the support and assistance of school district administrators. The guide then describes how to make an initial contact with the funding source and outlines the fundamental elements of a proposal. Guidelines for writing and submitting the formal proposal are also provided. The report concludes with a selected list of publications that contain information on potential funding sources; a sample project management chart; a sample project budget; and a glossary of grantsmanship terms. (15 references) (MAB)

ED 337 168 IR 053 737
New York State's School Library Systems.

RIE FEB 1992

New York State Library, Albany. Div. of Library Development.

Report No.—89-486; 89-7151

Pub Date—[90]

Note—7p.; Photographs will not reproduce well.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Databases, Elementary Secondary Education, Interlibrary Loans, *Learning Resources Centers, Library Collections, *Library Networks, Library Services, Library Statistics, *School Libraries, State Programs, Union Catalogs

Identifiers—*New York

This overview of New York State's school library systems begins with a New York State map which shows the geographical location of each of the 46 school library systems. The remainder of the pamphlet provides the following: a brief background on school library systems in the state; a "typical" school library system profile; the types of coordination available to, and the services offered by, school libraries; and a description of what the Member Plan of Service is. Three graphs demonstrate the growth and development in school library monographic holdings, interlibrary loan, and database searches during the years 1979 through 1988. Concluding the pamphlet are an eight-item bibliography and the names, addresses, and telephone numbers of personnel who can be contacted for further information. (MAB)

ED 337 169 IR 053 740

Small Library Automation: Information and Issues. Bulletin No. 91491.

Wisconsin State Dept. of Public Instruction, Madison.

Pub Date—May 91

Note—160p.

Available from—Publication Sales, Wisconsin Department of Public Instruction, P.O. Box 7841, Madison, WI 53707-7841.

Pub Type—Guides - General (050) — Book/Product Reviews (072) — Tests/Questionnaires (160)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Check Lists, *Computer Software Evaluation, Costs, Database Management Systems, Equipment Evaluation, Guidelines, Information Technology, Integrated Library Systems, *Library Automation, *Library Circulation, Library Development, Merchandise Information, *Microcomputers, *Online Catalogs

Identifiers—Retrospective Conversion (Library Catalogs), Vendors

Highlighting the issues that confront small libraries who are exploring automation options, this report focuses on microcomputer-based automation systems for circulation and an online patron access catalog (OPAC). The information provided outlines some of the questions that librarians must ask themselves or vendors before they select a specific automated circulation system or online catalog. Section 1 provides general background information on the issues and problems confronting small libraries in their quest for an acceptable automation system, lists some common automation questions that librarians often have, offers an outline of the planning process and its basic steps, and considers the role of retrospective conversion. Section 2 discusses issues associated with the automated system's ability to manage and maintain the cataloging database, provides information on automated circulation systems and online catalogs, lists possible features that may be needed in an automated system, identifies issues related to hardware and local area networks (LANs), and considers some of the issues that libraries confront when working with vendors of automated systems. Section 3 reviews the specific features and capabilities of seven automation systems: Columbia; Data Trek; Follett; Library Automation Products; Library Corporation; Media Flex; and Winnebago. The five appendixes included in Section Four contains information on the costs of automating; a brief requirements checklist; a list of vendors that have microcomputer-based automated systems; an explanation of how to extract MARC records for libraries participating in WISCAT; and an automation/computer glossary of terms. (MAB)

ED 337 170 IR 053 741

Kirby, Steven. Comp.

Using Online Public Access Catalogs via the Internet. A Guide for the University of Georgia Libraries.

Georgia Univ., Athens.

Pub Date—Jun 91

Note—55p.

Pub Type—Guides - Non-Classroom (055) — Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Academic Libraries, Access to Information, *Bibliographic Databases, *Computer Networks, Higher Education, Integrated Library Systems, *Library Networks, Microcomputers, *Online Catalogs, Research Libraries, *Search Strategies

Identifiers—IBM Personal Computer, *INTERNET, *University of Georgia

This guide was developed to support Internet access to library catalogs at the University of Georgia (UGA). Since the UGA Libraries can only connect to the Internet using TELNET 3270 emulation, this guide is restricted to library systems which support that protocol. Section 1 of the guide presents the commands that are needed to gain access to the Internet from a UGA IBM computer. Summaries of the commands needed to search in the Western Library Network (WLN), Brown University's "JO-SIAH" system, the University of Missouri, and Illinet Online (IO) are included in Section 2. Section 3 presents a brief guide to searching the NOTIS online catalog and lists the 23 libraries that have implemented the NOTIS turnkey library system and are accessible via the Internet. Sections 4 through 11 provide the commands needed to access and search the Colorado Alliance of Research Libraries network (CARL); the University of California System (MELVYL); the union catalog for the nine campuses; the University System of Georgia; the University of Wisconsin (Madison and Milwaukee); Harvard University; Dartmouth College; University of Texas at Austin; and the University of New Brunswick. Concluding the guide are indexes which provide access to the institution names, the library subject strengths, and special OPAC features. (MAB)

ED 337 171 IR 053 742

Roy, Lorlene

An Index of Quality of Rural Illinois Public Library Services.

Pub Date—91

Note—39p.; This article is based on a paper presented at the Libraries on the MOVE Conference (Carbondale, IL, June 12, 1986).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150) — Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Comparative Analysis, Data Collection, Evaluation Criteria, Library Collections, Library Research, Library Services, Longitudinal Studies, *Public Libraries, *Reference Services, *Rural Areas, Urban Areas, Worksheets

Identifiers—*Book Availability, *Illinois, Performance Measures for Public Libraries

Each year, from 1982 to 1986, the Library Research Center at the University of Illinois conducted a study called the Index of Quality of Public Library Service. For this study, unobtrusive tests of reference service and book availability were performed annually in Illinois Public Libraries. When the results from rural libraries were compared with those of similar sized non-rural libraries, it was found that rural public libraries performed better on book availability indexes than indexes for reference service; i.e., they performed no differently than non-rural libraries. Rural libraries, like all public libraries, are not providing these services at the 100% level. Library consultants are asked to assist rural public libraries in clarifying rural reference policy, forming rural library reference support groups, and focusing on reference service in continuing education programming. The report is divided into the following sections: research methodology; representativeness of the sample; index values; influences on the index value; the results of the book searches and the reference requests; the study recommendations; and a summary. Concluding the report are the forms used to gather the research data. (8 references/5 tables) (Author/MAB)

ED 337 172 IR 053 743

Large Print Bibliography, 1990.

South Dakota State Library, Pierre.

Pub Date—90

Note—694p.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF04/PC28 Plus Postage.

Descriptors—Annotated Bibliographies, Fiction, Indexes, *Large Type Materials, Library Collec-

tions, Library Materials, Nonfiction, Reading Materials, State Libraries, Visual Impairments Identifiers—South Dakota

This bibliography lists materials that are available in large print format from the South Dakota State Library. The annotated entries are printed in large print and include the title of the material and its author, call number, publication date, and type of story or subject area covered. Some recorded items are included in the list. The entries are arranged alphabetically by title. Author, title, and subject indexes are provided. The subject categories include adventure, animal stories, biography, general (fiction), historical fiction, humor, mystery, religion, romance, spy/spionage, western, and World War II. Subjects with fewer items listed include cookery, dictionaries, fantasy, gardening, literature, psychology, and regency romance. (MAB)

ED 337 173 IR 053 745

Antelman, Kirstin, Ed. *Brynteson, Susan*
Ask Me about DELCAT: A Self-Paced Workbook
to DELCAT Technical Services. 3rd Edition.
Delaware Univ., Newark.

Pub Date—90

Note—71p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Bibliographic Databases, College Libraries, Higher Education, Individualized Instruction, *Integrated Library Systems, *Job Training, *Library Automation, Library Personnel, *Library Technical Processes, Machine Readable Cataloging, Online Systems, Workbooks

Identifiers—MARC, *University of Delaware
This self-paced workbook is used for the orientation of new staff members at the University of Delaware Library to DELCAT technical services. DELCAT, based on NOTIS Systems, Inc., software, is the name of the University of Delaware Library's integrated library system. The orientation programs to DELCAT are of two types: programs that teach basic system competencies, and programs focusing on general automation and systems topics. This manual guides staff through the MARC record and its relationship to DELCAT; the DELCAT records structure; and the DELCAT search keys and commands. Additionally, much of the experience includes hands-on online sessions. Appendices include a glossary of terms and examples of DELCAT records that are relevant to the staff member's job. An index provides access to the topics covered in this workbook. (Author/MAB)

ED 337 174 IR 053 746

Billings, Judith

Information Power for Washington: Guidelines for
School Library Media Programs. Revised.

Washington Library Media Association; Washington Office of the State Superintendent of Public Instruction, Olympia.

Report No.—IPS-601-91

Pub Date—91

Note—82p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Budgeting, Elementary Secondary Education, Guidelines, *Learning Resources Centers, Library Facilities, Library Personnel, *Library Services, *Library Standards, *Media Specialists, Program Effectiveness, *Program Evaluation, Program Guides, School Libraries, Shared Resources and Services

Identifiers—Washington

These guidelines provide basic information to administrators, teachers, library media specialists and the general public for the evaluation of library media programs at the school and district level. They can also be used as a resource for establishing, developing and improving programs as well as for setting goals and objectives for the program and its personnel. Guidelines are presented in the following areas: (1) School Library Media Programs; (2) Instruction and Services; (3) Staff; (4) Resources and Budget; (5) Facilities; (6) Support for School Library Media Programs; and (7) Library Media Program Evaluation. Four appendices present the minimum standards for integrating school district library and media services into learning resource centers; the subject area endorsement recommendations by colleges and universities; the results of the 1990 survey of Washington school libraries, including data on school size, staff numbers, expenditures, facilities, and collections; and three national professional organization documents (i.e., Library Bill of Rights from the American Library Association, an inter-

pretation of the Library Bill of Rights, and a statement on intellectual freedom by the Association for Educational Communications and Technology). (MAB)

ED 337 175 IR 053 747

Staff Recognition Awards in ARL Libraries. SPEC
(Systems and Procedures Exchange Center) Kit
#173.

Association of Research Libraries, Washington,
D.C. Office of Management Studies.

Pub Date—Apr 91

Note—140p.

Available from—Association of Research Libraries,
Office of Management Services, 1527 New
Hampshire Avenue, NW, Washington, DC 20036
(\$20.00 prepaid plus \$5.00 for postage and handling).

Pub Type—Legal/Legislative/Regulatory Materials (090) — Tests/Questionnaires (160)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Academic Libraries, *Awards, Data Analysis, Higher Education, *Labor Relations, *Library Personnel, *Library Statistics, *Library Surveys, Personnel Evaluation, Questionnaires, *Recognition (Achievement), Research Libraries

Identifiers—Association of Research Libraries
For this kit, 119 Association of Research Libraries (ARL) member libraries were surveyed to ascertain the extent of employee award programs. The survey focused on identifying how many member libraries have an employee award program and also gathered information on the nature of these programs. Questions were designed to identify what is rewarded, the criteria and selection process used to determine the recipients, types of awards given, when and how the award presentations are made, problems encountered in implementing the program, and advice to those thinking about developing such a program. Respondents having a staff recognition program also supplied copies of their policies and procedures. Following a brief overview of the study and the SPEC survey results, the kit provides examples of the policies and procedures of employee award programs; these materials were contributed by the following institutions: University of California (Irvine, Riverside); University of Colorado (Boulder); Duke University; Georgia Institute of Technology; University of Georgia; University of Hawaii (Manoa); University of Houston; Indiana University; University of Kentucky; National Agriculture Library; National Library of Medicine; University of Nebraska (Lincoln); University of Notre Dame; Purdue University; Rutgers University; Southern Illinois University (Carbondale); State University of New York (Albany, Stony Brook); Syracuse University; Texas A&M University; University of Texas (Austin); Vanderbilt University; and Washington State University. A copy of the SPEC survey questionnaire with a tally of the responses is included. (20 selected readings) (MAB)

ED 337 176 IR 053 748

Information Desks in ARL Libraries. SPEC (Systems and Procedures Exchange Center) Kit
#172.

Association of Research Libraries, Washington,
D.C. Office of Management Studies.

Pub Date—Mar 91

Note—180p.

Available from—Association of Research Libraries,
Office of Management Services, 1527 New
Hampshire Avenue, NW, Washington, DC 20036
(\$20.00 prepaid plus \$5.00 for postage and handling).

Pub Type—Guides - Non-Classroom (055) — Legal/Legislative/Regulatory Materials (090) — Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Academic Libraries, Data Analysis, Higher Education, *Information Services, *Job Training, *Library Personnel, Library Statistics, *Library Surveys, On the Job Training, Questionnaires, Reference Materials, Reference Services, Research Libraries, *User Needs (Information)

Identifiers—Association of Research Libraries
For this kit, 119 Association of Research Libraries (ARL) academic libraries were surveyed to identify: (1) the practices in the area of information desks; (2) information desk staffing; (3) information desk functions; and (4) their relation to the other service points within the particular library. Responses were received from 87 libraries, some of which contributed sample materials. Analyses of the responses

indicated that 39 libraries have information desks. Typical sources available to information desk staff include telephones, online catalog terminals, library handouts, and campus and community information. In addition, 43% of the libraries offer information services 80% to 100% of the time their libraries are open, and paraprofessionals are the predominant form of staffing at 32 libraries. Training does not appear to be detailed, formalized, or innovative in most libraries. The survey results indicate that there is considerable consistency in the actual services provided at the desk and 82% of the libraries responded that all unanswered questions are referred. Training materials have been provided by Arizona State University, University of California (San Diego), University of Illinois (Urbana/Champaign), Michigan State University, University of Minnesota, Ohio State University, and the University of Texas (Austin). A copy of the survey questionnaire with tallies of the responses is included. (5 selected readings) (MAB)

ED 337 177 IR 053 749

Organization Charts in ARL Libraries. SPEC Kit
#170.

Association of Research Libraries, Washington,
D.C. Office of Management Studies.

Pub Date—Jan 91

Note—116p.; For the 1986 SPEC Kit on organization charts, see ED 278 423.

Available from—Association of Research Libraries,
Office of Management Services, 1527 New
Hampshire Avenue, NW, Washington, DC 20036
(\$20.00. Please add \$5.00 for postage. Prepayment is required).

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Academic Libraries, *Administrative Organization, Charts, Data Analysis, Higher Education, *Librarians, *Library Personnel, Library Research, Library Statistics, *Library Surveys, Organizational Change, Questionnaires, *Research Libraries, Trend Analysis

Identifiers—Association of Research Libraries, *Organization Charts

This kit is based on a review of the organization charts of 71 member libraries of the Association of Research Libraries (ARL) gathered in January 1991, compared with an earlier SPEC Kit published in 1986, and contains charts of 29 of the libraries. A summary of the chart analyses presents information about the titles of library directors, reporting lines of library directors, the span of control of library directors, assistant/associate directors, committees on organization charts, systems and automation, preservation and conservation, public relations/public affairs, development, planning, and microcomputers. There appear to be few significant changes in library organizational structures since the 1986 survey. Almost all of the charts indicate that libraries continue to organize around traditional functions, although some of them have been renamed (which is often the result of automation of the work involved). Committees appear on the charts somewhat more frequently as a part of the formal organizational structure than they did in the previous survey, and it is noted that parallel structures, like committees, have served in other fields as transitions to more participative structures, like teams or self-managing work groups. The appearance of microcomputers in the current charts portends even more importance of this vital area of growth. (MAB)

ED 337 178 IR 053 750

Bailey, Charles W., Jr., Comp. Myers, Judy E., Comp.

Expert Systems in ARL Libraries. SPEC Kit 174.

Association of Research Libraries, Washington,
D.C. Office of Management Studies.

Report No.—ISSN-0160-3582

Pub Date—May 91

Note—129p.

Available from—Association of Research Libraries,
Office of Management Services, 1527 New
Hampshire Avenue, NW, Washington, DC 20036
(\$20.00 prepaid plus \$5.00 for postage and handling).

Pub Type—Collected Works - General (020) — Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Academic Libraries, Computers, *Ex-

pert Systems, Higher Education, Information Systems, *Library Planning, *Library Surveys, Program Proposals, Questionnaires, *Research Libraries

Identifiers—Association of Research Libraries

This Systems and Procedures Exchange Center (SPEC) kit presents the results of a survey of library members of the Association of Research Libraries (ARL) which assessed their perceptions of expert systems and determined their level of expert system development activity; 78 of these ARL libraries returned useable surveys, and 7 submitted planning documents, which are included in the kit. The survey also identified the types of tools used to build the systems, the staff involved in the expert systems projects, the length of time needed to develop the system, the types of knowledge bases and interfaces employed, and the kind of hardware needed to support the systems. It was found that the vast majority of libraries (89%) had not developed an expert system. Of the five libraries that had developed expert systems, four indicated that their systems were used in a reference department. One library indicated that two expert systems were used in a science and engineering branch library; one of these systems was intended for staff training, and the other was used for reference purposes. Although most ARL libraries believe that expert systems will be an important technology in this decade, few are currently developing such systems. It is expected that in the short-term ARL libraries are likely to develop low-cost expert system shells to create small-scale expert systems that deal with very restricted problem areas. One proposal for an expert system and planning documents for six existing systems are introduced by a summary of the analysis of the data and a copy of the questionnaire with a tally of the responses for individual questions. (6 selected readings) (MAB)

ED 337 179 IR 053 751

Bakke, Celia. Whitlatch, Jo Bell

Training of Technical Services Staff in the Automated Environment. SPEC Kit 171.

Association of Research Libraries, Washington,

D.C. Office of Management Studies.

Report No.—ISSN-0160-3582

Pub Date—Feb 91

Note—161p.

Available from—Association of Research Libraries, Office of Management Services, 1527 New Hampshire Avenue, NW, Washington, DC 20036 (\$20.00 prepaid plus \$5.00 for postage and handling).

Pub Type—Collected Works - General (020) — Guides - Non-Classroom (055) — Tests/Questionnaires (160)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Academic Libraries, Educational Planning, Evaluation Methods, Higher Education, Instructional Materials, *Job Training, Library Automation, *Library Personnel, *Library Surveys, *Library Technical Processes, Online Catalogs, Questionnaires, *Research Libraries

Identifiers—Association of Research Libraries

For this kit, 119 Association of Research Libraries (ARL) academic libraries were surveyed to determine the impact of online catalogs on the training needs of technical services staff and on the planning and organization of programs to meet these needs; responses were received from 66 libraries. Analyses of the responses indicated that the development of an in-house system necessitates the generation of local documentation and training. It is noted that, while online catalog system vendors generally provide formal training, in most cases this training is inadequate to the purchasing library's needs. Over 90% of the respondents with online systems plan, prepare, and provide technical services staff training; most respondents note that each staff member receives less than 8 hours of training. Training requirements differed when libraries replaced their first online system purchase with a second system. In such situations, the approach to the second system is one of staff involvement and careful planning and organization. Hands-on, group, and individualized training were the most common training methods. While most libraries have not developed a comprehensive training program for newly hired technical services employees, training is definitely being provided for new employees. Follow-up activities after initial training range widely from those meeting the needs of the individual to those addressing the needs of the entire staff. Introductory materials include a summary of the survey findings

and a copy of the questionnaire with a tally of the responses to individual questions. The kit contains planning documents from five university libraries; training schedules from four institutions; training evaluation forms from three institutions; training documents from five institutions; training procedures and guidelines from two institutions; and a list of seven selected readings. (MAB)

ED 337 180 IR 053 754

Li, Tze-chung

Library Automation in the Republic of China:

Practical Aspects and Perspectives.

Pub Date—May 91

Note—26p.; Paper presented at the International Conference on the New Frontiers in Library and Information Services (Tapei, Taiwan, May 8-12, 1991).

Pub Type—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Access to Information, *Bibliographic Databases, Evaluation Criteria, Foreign Countries, Information Dissemination, *Library Automation, *Online Catalogs, Online Searching, *Online Systems, Records Management, User Satisfaction (Information)

Identifiers—*Taiwan

This paper explores major library automated systems in the Republic of China, explores their strengths and weaknesses, and provides suggestions for further consideration. Nine representative systems were selected for this purpose: the National Central Library Automated Information Service, Science and Technology Information Center of the National Science Council, Agricultural Science Information Center, Legislative Information System, the Academia Sinica databases, National Defense Medical College, Tamkang University, National Taiwan Institute of Technology, and Chung Koh Library Products Company CAS system. The strengths and weaknesses are evaluated on the bases of their ease of use, speed of searching, and precision of their results. In general, the library automated systems have been remarkably designed and well implemented. However, the lack of standardization in coding, data input, and machine readable record formats are major problems and constitute a barrier to implementing an effective networking system. It is expected that further progress will come with the standardization of Chinese coding and the simplification of Chinese input. (25 references) (Author/MAB)

ED 337 181 IR 053 755

Fayen, Emily Gallup

The Automation Inventory of Research Libraries,

1989.

Association of Research Libraries, Washington,

D.C. Office of Management Studies.

Report No.—ISBN-0-918006-55-4

Pub Date—Oct 89

Note—192p.; For the 1988 version, see ED 303

165.

Available from—Association of Research Libraries, Office of Management Services, 1527 New Hampshire Avenue, NW, Washington, DC 20036 (\$40.00; Order by title and publication number PB14).

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Academic Libraries, Databases, Higher Education, *Information Systems, Interlibrary Loans, *Library Automation, *Library Planning, Library Research, *Library Technical Processes, Online Searching, Online Vendors, Questionnaires, *Research Libraries, Tables (Data)

Identifiers—Association of Research Libraries

This inventory provides profiles, tables, and listings describing automated library activities at 103 Association of Research Libraries (ARL) institutions. The inventory includes analyses of aggregate information from individual library profiles which are then divided into three categories that reflect primarily bibliographic functions: (1) technical services (acquisitions, fund accounting, authority control, cataloging/local, cataloging/utility, serials receipt control, data conversion); (2) public services (interlibrary loan, online searching, CD-ROM, online catalogs, circulation, reserve, materials booking, document delivery, public computing); and (3) office automation (electronic mail, report generation, financial reporting). The individual library profiles present information on the operating status of

automated functions, number of stations, scope, and access, and vendors for the selected functions. A copy of the survey instrument, which includes a descriptive factors list and a listing of functions, is appended. (MAB)

ED 337 182 IR 053 757

Welch, C. Brigid, Ed.

Management of CD-ROM Databases in ARL

Libraries. SPEC Kit 169.

Association of Research Libraries, Washington,

D.C. Office of Management Studies.

Report No.—ISSN-0160-3582

Pub Date—Dec 90

Note—139p.

Available from—Association of Research Libraries, Office of Management Services, 1527 New Hampshire Avenue, NW, Washington, DC 20036 (\$20.00 prepaid plus \$5.00 for postage and handling).

Pub Type—Guides - Non-Classroom (055) — Legal/Legislative/Regulatory Materials (090) — Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Academic Libraries, *Databases, Higher Education, Library Administration, Library Automation, Library Statistics, *Library Surveys, *Optical Data Disks, Questionnaires, *Research Libraries

Identifiers—Association of Research Libraries, Workstations

This kit is based on 73 responses to a survey conducted by the Association of Research Libraries (ARL) Office of Management Services to obtain information on the management of CD-ROM database installations in ARL libraries. The survey sought information in the areas of CD-ROM funding, instruction and publicity, organization, equipment, security, selection, and staffing. It was found that the respondents each had an average of 15 workstations, some with more than one database per station. The majority of respondents (96%) indicated that subscriptions to CD-ROM databases are paid for, at least partially, out of acquisitions budgets. Libraries have also obtained funding from gifts, grants, and academic departments. The majority of respondents do not charge for CD-ROM searches or for printing, although several charge patrons for CD-ROM searches conducted by a librarian. All of the respondents provide some form of instruction for CD-ROM database users; the majority also publicize the availability of their CD-ROM databases. Most CD-ROM workstations are located in the reference department or near the collection for which they provide access. Twelve libraries are using local area networks (LANs) to connect multiple workstations. Materials submitted by the respondents and compiled in this kit are policy statements from nine research libraries; selection policies from six institutions; database descriptions from nine institutions; staff operating procedures manuals from two institutions; instructional materials from 10 institutions; instructions for downloading files from eight institutions; publicity materials from eight institutions; job descriptions from three institutions; and a list of 13 selected readings. Introductory materials include a summary of the survey results and a copy of the questionnaire with a tally of the responses to individual questions. (MAB)

ED 337 183 IR 053 758

Office of Management Services 1989 Annual Report.

Association of Research Libraries, Washington,

D.C. Office of Management Studies.

Pub Date—89

Note—31p.; For the 1987 annual report, see ED 296 738.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Academic Libraries, Annual Reports, Clearinghouses, Higher Education, Inservice Education, Library Acquisition, *Library Administration, Library Associations, *Library Collection Development, Library Collections, *Library Research, *Management Development, Preservation, Program Implementation, *Research Libraries, Staff Development

Identifiers—Association of Research Libraries

Designed to serve both as an activity report on Office of Management Services (OMS) progress during 1989 and a catalog of OMS services and products, this annual report focuses on the management of human and technical resources in a schol-

arly environment. Programs and services are reported in four sections: (1) Applied Research and Development (the Training Program for Preservation Administrators, New Staff Development Program, the North American Collections Inventory Project); (2) Organizational Training and Staff Development Program (OMS Adjunct Staff, Basic Management Skills Institute, Advanced Management Skills Institute, Creativity to Innovation, Library Analytical Skills Institute, Managing the Learning Process, Management Institute for Assistant/Associate Directors, Special Focus Workshops, Video Loan Program, Consultation for In-house Programs); (3) Academic Library Program (Leadership Development Program, Preservation Planning Program, Public Services Study, Collection Analysis Project, Organizational Screening, Planning Program for Small Academic Libraries, Academic Library Development Program, Management Review and Analysis Program); (3) Systems and Procedures Exchange Center (SPEC) (SPEC Kits and Flyers, Collaborative Research Writing Program, Automation Inventory, Published Research); and (4) Priorities for 1990 (Research and Development, Academic Library Program, Systems and Procedures Exchange Center, Organizational Training and Staff Development). Concluding the report are lists of articles and presentations by OMS staff, titles of OMS publications, biographical profiles of OMS staff, the names of the Consultant Training Program participants and North American Collection Inventory Project consultants, and a list of libraries that have participated in OMS programs. (MAB)

ED 337 184 IR 053 761
Imagination and the Magic of Libraries.
 New York State Library, Albany.
 Report No.—ISSN-0006-7407
 Pub Date—90
 Note—83p.; For the Summer 1990 issue, see ED 331 520.

Available from—Documents/Gift and Exchange, New York State Library, Albany, New York 12230 (\$15.00/year).
 Journal Cit—The Bookmark; v49 n1 Fall 1990
 Pub Type—Collected Works - Serials (022)
EDRS Price - MF01/PC04 Plus Postage.
 Descriptors—Children's Libraries, *Children's Literature, Children's Television, Creative Thinking, Fantasy, Fiction, *Imagination, *Library Role, *Library Services, Literacy, Poetry, Programming (Broadcast), *Reading Programs

This issue of "The Bookmark" presents 20 articles focusing on the theme that libraries foster imagination. The articles are: (1) "Imagination and the Magic of Libraries" (Elizabeth S. Manion); (2) "Powerful Partners—Discovery and Democracy: An Interview with Cynthia Jenkins" (Anne E. Simon); (3) "Fostering Imagination in Children" (Susan Lehr); (4) "Imagination Initiatives—A Parent's Point of View" (Irene Rosenthal); (5) "A Reader Remembers" (Harriet Langsam Sobol); (6) "Parents As Reading Partners: A Positive Approach" (Marguerite D. Lewis); (7) "Potential for Partnership—What's Right with TV?" (Nancy M. Rubery); (8) "Imagine If...—An Appreciation of the Performing Arts as an Enhancement to Reading" (Sheldon L. Tarakan); (9) "Reaching Out To Capture Young Minds" (Ellen V. LiBretto); (10) "Setting the Stage" (Sharon Breen); (11) "Worth a Thousand Words" (Dave Ross); (12) "Magic Mirrors" (Bruce Coville); (13) "Poetry: The Color of Wonders" (Susan A. Katz); (14) "Imagination, A Dream" (Bruce Degen); (15) "Curiosity Canceled" (Stephanie S. Tolain); (16) "Learning Through Immersion" (Valerie J. Beard); (17) "Summer Reading Programs—Deadly or Dynamic?" (Carolyn Travers); (18) "To Live the Language—A Writer's View of Creative Literacy" (Michael Rutherford); (19) "The Imagination Celebration and The Magic of Books" (Vivienne Anderson); and (20) "It's Your Library: Into the Future!" (Kathleen Connors). Also included is a report on the New York State Library in 1990. (MAB)

ED 337 185 IR 053 762
Health Information Access: A Report on the New York State Hospital Library Service Program.
 New York State Education Dept., Albany. Div. of Library Development.
 Pub Date—89
 Note—40p.
 Pub Type—Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
 Descriptors—Financial Support, Interlibrary

Loans, Library Networks, *Library Services, Library Surveys, *Medical Libraries, *Program Evaluation, Research Libraries, State Programs
 Identifiers—*New York

A task force was appointed to insure that New York State's health information service programs were operating optimally. The task force was charged to review: (1) the effectiveness of the guidelines and assessment form as published in the "Manual for Assessing the Quality of Health Sciences Libraries in Hospitals"; (2) the present funding formula for the Hospital Library Service Program (HLSPP); (3) the current program of coupon distribution and use of coupons for payment of interlibrary loan transactions; and (4) possible future directions of both the service program and the interlibrary loan support. Presented in this report are the task force's summary of recommendations, an overview of the HLSPP and Regional Medical Library Program (RMLP)/New York State Interlibrary Loan (NYSILL) Interface Program, and the reviews and specific recommendations on the four task force charges. Appendices provide the survey instrument for reference and research library resources systems directors (October 1988); the guidelines for the distribution of RMLP library service coupons (December 1981); and the NYSILL/RML coupon allocation formula (revised January 1983). (MAB)

ED 337 186 IR 053 764
Lull, William P. Banks, Paul N.
The New York State Program for the Conservation and Preservation of Library Research Materials.
 Conservation Environment Guidelines for Libraries and Archives.
 New York State Education Dept., Albany. Div. of Library Development.
 Pub Date—90
 Note—97p.; For a related grant application workbook, see ED 328 281.

Pub Type—Guides - General (050)
EDRS Price - MF01/PC04 Plus Postage.
 Descriptors—*Archives, Building Design, Building Plans, *Built Environment, *Design Requirements, *Facility Planning, Facility Requirements, Guidelines, Humidity, *Library Facilities, Library Materials, Physical Environment, *Preservation, Temperature

Identifiers—*New York
 These guidelines are intended to orient the library/archives professional in New York to the common issues, language, pitfalls, and opportunities involved in dealing with the built environment and its impact on the conservation and preservation of a valuable collection. Although developed for the climate typical in New York State, many aspects will be applicable to institutions in other regions. The guidelines cover general collection environment criteria, assessment, monitoring, and goals for an improved conservation environment. General building environments and building systems that can create a good conservation environment are described, including various possible compromises. Typical interim and low-cost measures for improving an environment are suggested. Common phases of design and construction projects are also described for both new designs and environmental renovation, including planning steps and guidelines for selecting the design team. The appendix offers definitions of common terms used in the design and construction of building systems, references and suggested readings, and guidelines for selecting manufacturers. (MAB)

ED 337 187 IR 053 766
Tillman, Peggie S. Comp.
Patient Education for Self-Care: The Role of Nurses. Current Bibliographies in Medicine.
 January 1983 through November 1990.
 National Library of Medicine (DHHS/NIH), Bethesda, Md.
 Report No.—CBM-90-15
 Pub Date—[90]
 Note—27p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (CBM90-15; \$2.50 U.S., \$3.00 foreign).
 Pub Type—Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC02 Plus Postage.
 Descriptors—Computer Software, Databases, Geriatrics, *Health Education, Medical Libraries, Microcomputers, *Nurses, Online Searching, *Patient Education, Psychology, *Reference Materials, Rehabilitation

Identifiers—GRATEFUL MED

This bibliography contains 468 citations to journal articles and monographs on the role of the nurse in educating the patient or care provider for more involved self-care. Self-care is defined as the deliberate, voluntary practice of activities by individuals in the interest of health maintenance and promotion. A variety of National Library of Medicine (NLM) online files from January 1983 through November 1990 were included in the search of the literature (e.g., MEDLINE, AVLINE, BIOETHICS LINE, CANCERLIT, CATLINE, HEALTH, POPLINE, AND TOXLINE). Selected items have been categorized into the following subject areas: (1) Assessment; (2) Education; (3) Geriatrics; (4) Models; (5) Psychology; and (6) Rehabilitation. A citation appears under only one category. Also included in this bibliography is a sample search strategy for the MEDLINE database and a key to understanding the citations. An order blank has been included for GRATEFUL MED, the microcomputer-based software that provides a user-friendly interface to most NLM databases. (MAB)

ED 337 188 IR 053 790
The White House Conference on Library and Information Services (Washington, D.C., July 9-13, 1991).

White House Conference on Library and Information Services.

Pub Date—Jul 91

Note—59p.; Photographs may not reproduce well. For additional conference-related materials, see IR 053 791-804.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Advisory Committees, *Conferences, *Democracy, Information Services, *Library Services, *Literacy, Photographs, Policy Formation, *Productivity, Profiles

Identifiers—*White House Conference Library Info Services

Designed for use by participants in the 1991 White House Conference on Library and Information Services (WHCLIS2), this guide begins with an overview of the White House Conferences on Library and Information Services, including background information on the 1979 Conference (WHCLIS) and an introduction to the 1991 Conference. Also in the first of five sections are summaries of the three conference themes—Enhancing Literacy, Increasing Productivity, and Strengthening Democracy. A map and a chart are included which indicate the number of delegates and alternates that each state may send to the conference. The second section provides photographs and biographical profiles of the following conference leaders: Charles Reid; Richard Akeroyd; Joseph Fitzsimmons; Philip I. Blumberg; Jane Klausman; and Jean M. Curtis. The names and addresses of the WHCLIS II Advisory Committee and the National Commission On Libraries and Information Science (NCLIS) Commissioners are also included. The third section provides photographs of George Bush and Barbara Bush, and photographs and biographical profiles of the following speakers: Marilyn Tucker Quayle; Lamar Alexander; William Esrey; Mary Hatwood Futrell; Major R. Owens; James Billington; J. Michael Farrell; Janette Hoston Harris; Newt Gingrich; Deborah Kaplan; Paul Simon; Arthur Miller; Clement Bezold; Robert Houk; Charles McClure; Anthony Oettinger; Amy Owen; Charles Robinson; Jack Simpson; Phyllis Steckler; and Don Wilson. The fourth section contains maps and general information on the conference facilities, and a day-by-day schedule of events is provided in the final section. (MAB)

ED 337 189 IR 053 791
The White House Conference on Library and Information Services. July 9-13, 1991. Discussion Papers.

White House Conference on Library and Information Services.

Pub Date—[91]

Note—19p.; For additional conference-related materials, see IR 053 790-804.

Pub Type—Collected Works - General (020)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Conferences, *Democracy, Information Services, *Library Role, Library Services, *Literacy, Policy Formation, *Productivity
 Identifiers—*White House Conference Library Info Services

This collection of discussion papers focuses on the role of library and information services in the three

main topic areas for the conference: Enhancing Literacy, Increasing Productivity, and Strengthening Democracy. The collection is one of many publications and projects either in support of, or which will result from, the second White House Conference on Library and Information Services (WHCLIS2). The 1991 Conference is charged with developing recommendations for the further improvements of the nation's library and information services. The following essays make up this collection: (1) "The Library in Service to Democracy" (Timothy S. Healy); (2) "Literacy in an Information Society" (Patricia Senn Breivik); and (3) "Productivity in the Information Society" (Paul E. Shay). (MAB)

ED 337 190 IR 053 792

The International Dimension. Proceedings of A Pre-Conference Symposium [on] The White House Conference on Library and Information Services. Final Report.

White House Conference on Library and Information Services.

Pub Date—91

Note—32p.; For additional conference-related materials, see IR 053 790-804.

Pub Type—Collected Works - Proceedings (021)
EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Information Networks, Information Technology, International Relations, Library Services, Policy Formation, Technological Advancement, *Telecommunications

Identifiers—Information Policy, *White House Conference Library Info Services

This final report furnishes a summary of the special pre-conference symposium on "White House Conference on Library and Information Services '91: The International Dimension." This symposium focused on the many facets of global library and information services in the light of current needs, governmental programs, private sector initiatives, and the impact of burgeoning advanced information technologies. Included in this report are a description of the symposium's scope, the agenda, summaries of the symposium findings, highlights from the feature presentations, and the recommendations and findings from five discussion groups—which formed the core of activity at the symposium—in the areas of international information activities; the impact of technologies and networks; business and economic aspects; policies and governance; programs; and services for society. Also included are biographies of key symposium leaders, a list of the participants, a 1979 pre-conference summary of findings, a summary of 1979 international issues' resolutions, a list of selected readings, and an epilogue. (MAB)

ED 337 191 IR 053 793

The White House Conference on Library and Information Services. July 1991. Delegate Education Materials.

White House Conference on Library and Information Services.

Pub Date—91

Note—23p.; Paper presented at the White House Conference on Library and Information Services (2nd, Washington, DC, July 9-13, 1991).

Pub Type—Reference Materials - Vocabulary/Classifications (134) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Abbreviations, Definitions, *Information Science, Information Services, *Library Science, Library Services, Reference Materials, *Vocabulary

Identifiers—*White House Conference Library Info Services

This booklet was prepared as a point of reference for the delegates to the White House Conference to familiarize them with the meanings of library and information science related acronyms and terms. The first of three sections of the booklet provides a list of selected acronyms and their meanings. A glossary of selected terms related to library and information services is presented in the second section, and the third includes a list of the types of libraries and information facilities to be found in the United States. (MAB)

ED 337 192 IR 053 794

Shea, Quinlan J., Jr.

The White House Conference on Library and Information Services 1991. Theme Statements.

White House Conference on Library and Information Services.

Pub Date—91

R1E FEB 1992

Note—25p.; Paper presented at the White House Conference on Library and Information Services (2nd, Washington, DC, July 9-13, 1991).

Pub Type—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Access to Information, *Democracy, Economic Development, Information Needs, Library Role, Library Services, *Literacy, *Productivity, Public Policy, Technological Advancement, User Needs (Information)

Identifiers—*White House Conference Library Info Services

This paper discusses the roles and responsibilities of the delegates to the 1991 White House Conference on Library and Information Services (WHCLIS2), which revolve around the three conference themes: Literacy, Democracy, and Productivity. These themes form the three major sections of this paper. The first section discusses how library and information services can be used to fight both total and functional illiteracy. An expanded definition of literacy is referred to which is inclusive of a wide range of literacies, i.e., cultural, information, technical, computer, and global. The second section notes that national productivity must increase in order to improve and maintain U.S. economic strength. It is observed that information has become an important element to U.S. economic activity, and it is only through equitable access to information that an increase in national productivity can occur. The third section argues that information is the basis upon which a democratic government makes decisions, and that information is also the basis for the monitoring of the actions of government by the populace. It is posited that both the public and the government need access to accurate information in order to ensure democracy's survival. Concluding the paper are eight suggested recommendations for public policy and a copy of the "Principles of Public Information," a statement adopted by the National Commission on Libraries and Information Science on June 29, 1990. (MAB)

ED 337 193 IR 053 795

Workforce 2000. Executive Summary. White House Conference on Library and Information Services.

White House Conference on Library and Information Services.

Pub Date—91

Note—8p.; Paper prepared for the White House Conference on Library and Information Services (Washington, DC, July 9-13, 1991). For additional conference-related materials, see IR 053 790-804.

Pub Type—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Economic Development, Economic Factors, Economic Status, *Futures (of Society), *Labor Force Development, Minority Groups, Policy Formation, *Productivity, *Public Policy, Secondary Education, Vocational Education

Identifiers—*White House Conference Library Info Services

This glimpse of America's economic situation in the year 2000 predicts that four key trends will shape the last years of the twentieth century: (1) the American economy should grow at a relatively healthy pace; (2) U.S. manufacturing will be a much smaller share of the economy in the year 2000; (3) the workforce will grow slowly, becoming older, more female, and more disadvantaged; and (4) the new jobs in service industries will demand much higher skill levels. These trends in the emerging economy suggest six policy challenges that will deserve the greatest attention of American twenty-first century policymakers: (1) stimulating balanced growth; (2) accelerating productivity increases in service industries; (3) maintaining the dynamism of an aging workforce; (4) reconciling the conflicting demands and needs of women, work, and families; (5) integrating black and hispanic workers fully into the economy; and improving the educational preparation of all workers. (2 tables/2 charts) (MAB)

ED 337 194 IR 053 796

Leisner, Anthony

Marketing: Putting People in the Process. White House Conference on Library and Information Services.

White House Conference on Library and Information Services.

Pub Date—91

Note—5p.; Paper prepared for the White House Conference on Library and Information Services

(2nd, Washington, DC, July 9-13, 1991). For additional conference-related materials, see IR 053 790-804.

Pub Type—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Institutional Advancement, Library Administration, *Library Planning, Library Role, *Library Services, *Marketing, Politics, Public Libraries, Public Relations, User Needs (Information), *Users (Information)

Identifiers—*White House Conference Library Info Services

Noting that some public, school, law, academic, and special libraries have adopted marketing as a management tool, this paper begins by discussing marketing principles as defined by the American Marketing Association (AMA). Librarians are advised to center their marketing activities around what is known as the "4 P's" of marketing: Product, Price, Promotion, and Place. Other "P words" which libraries need to consider include Public Policy, Politics, and most importantly, People. It is argued that knowing one's patron/customer is not only the basis for good marketing, but it will determine success or failure for all institutions in the 1990s. It is predicted that the 1990s will test the skills of marketers as resources become scarcer and consumers more diverse in their interests and more particular about what they will purchase. It is concluded that librarians will need to have a clear understanding of their community's diverse needs in order to market their services successfully in the future. (MAB)

ED 337 195 IR 053 797

Owen, Amy

Public Library Standards: The Quest for Excellence. White House Conference on Library and Information Services.

White House Conference on Library and Information Services.

Pub Date—91

Note—4p.; Paper prepared for the White House Conference on Library and Information Services (2nd, Washington, DC, July 9-13, 1991). For additional conference-related materials, see IR 053 790-804.

Pub Type—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Evaluation Criteria, Library Role, *Library Services, *Library Standards, Measurement Techniques, Performance, Policy Formation, *Public Libraries

Identifiers—*White House Conference Library Info Services

Standards for public libraries have undergone dramatic changes in the last decade. Traditional standards measured only "inputs," or what the community put into the library in terms of staff, books, funding, etc. However, these standards did not measure the services that the library produced, and, as a result, the Public Libraries Association (PLA) developed a series of publications that established a national standard for the planning process and output measures for public libraries. In the mid-1980s the Public Library Development Program (PLDP) further developed these concepts and introduced two new concepts: library roles and nationally collected public library statistics. Although state standards for public libraries are more diverse than national standards as a result of each state's own unique context and their responses to national guidelines, newly developing national and state standards offer exciting potential. (MAB)

ED 337 196 IR 053 798

Allen, Kenneth B.

The Information Age: Promise or Dream. White House Conference on Library and Information Services.

White House Conference on Library and Information Services.

Pub Date—3 Dec 90

Note—11p.; Paper presented at the Florida Governor's Conference on Library and Information Services (Tallahassee, FL, December 3, 1990) and included in materials for delegates to the White House Conference on Libraries and Information Services (2nd, Washington, DC, July 9-13, 1991). For additional conference-related materials, see IR 053 790-804.

Pub Type—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Access to Information, Democracy, *Economic Factors, Fair Use (Copyrights), Futures (of Society), *Government Publications,

*Information Dissemination, Information Networks, *Library Role, Policy Formation, Public Policy, *Technological Advancement, Telecommunications
 Identifiers—Information Age, *White House Conference Library Info Services

This paper highlights some implications of living in an Information Age and discusses ways in which information is changing the economics of our society, as well as how the economics of information are also changing. The driving force behind the Information Age—technology—is presented in terms of its impact on information access. Noting that two areas threaten the public's right of access to information—electronic information's transitory quality, and the existence of several policy issues that limit access to governmental information—the paper argues that the dissemination role of libraries, publishers, and the information industry over the next decade will be a determining factor in the public's access to government information. The issue of how technology is changing the nature of private copyright protection is also raised. Six ways in which future Information Age policymakers can address the issues involved in protecting access to information are suggested, and the library community is advised that it must play a key role in shaping these policies if basic democratic freedoms are to be preserved. (MAB)

ED 337 197 IR 053 799

The Challenge of the Information Age. White House Conference on Library and Information Services.

White House Conference on Library and Information Services.

Pub Date—89

Note—6p.; Excerpts from a 1989 report of the American Library Association Presidential Committee on Information Literacy. Presented at the Maryland Governor's Conference on Libraries and Information Services and included in materials for delegates to the White House Conference on Libraries and Information Services (2nd, Washington, DC, July 9-13, 1991). For additional conference-related materials, see IR 053 790-804.

Pub Type—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Access to Information, *Democracy, Economic Factors, Equal Education, *Information Technology, *Literacy, Productivity, Technological Advancement, User Needs (Information)

Identifiers—*White House Conference Library Info Services

The major challenge presented by the Information Age is equitable access to information. This challenge results from the sheer amount of information that is being produced and the rapid advances in technology for storing, organizing, and accessing this growing mass of information. One effect of these developments is an increasingly fragmented information base, large components of which are available only to people with money and/or acceptable institutional affiliations. This paper begins by discussing the importance of information literacy to individuals, businesses, and citizenship. Opportunities to develop information literacy are then described, with emphasis on the role that libraries can play in this endeavor. The paper concludes with the statement that knowledge is this country's most precious commodity, and that information literacy people are America's most valuable resource. (MAB)

ED 337 198 IR 053 800

Galvin, Thomas J.

The Idea of a Library in 2001. White House Conference on Library and Information Services. White House Conference on Library and Information Services.

Pub Date—90

Note—5p.; Article reprinted from "The Bookmark-Conference Briefs" for inclusion in materials for delegates to the White House Conference on Library and Information Services (2nd, Washington, DC, July 9-13, 1991). For additional conference-related materials, see IR 053 790-804.

Journal Cit—Bookmark: (Conference Briefs) v48 n3 Spr 1990

Pub Type—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Access to Information, Democracy, *Futures (of Society), Information Technology, *Library Role, Policy Formation, Technological Advancement, User Needs (Information)

Identifiers—*White House Conference Library Info

Services

This paper offers a framework for thinking about the "library" in the year 2001 and predicts that, although the development of new technologies will impact libraries, it will not reduce them to the status of museum artifacts. Three questions are identified as critical areas for delegates to the 1990 New York State Governor's Conference to consider: (1) Who will benefit from the new information technology and who will be left behind? (2) What is the responsibility of local, state, and Federal governments to narrow the gap between the "information haves" and the "information have nots"? and (3) How can libraries help achieve information equity and information justice for all? It is concluded that the challenge facing the delegates is to ensure that every New Yorker has access to the vast knowledge resources that are now available. (MAB)

ED 337 199

Fusonie, Alan

Preservation Integrity of Our Nation's Records at Risk. White House Conference on Library and Information Services.

White House Conference on Library and Information Services.

Pub Date—90

Note—19p.; Paper presented at the Federal Library and Information Center Committee Pre-White House Conference. The updated version presented at the National Library of Medicine was included in materials for the delegates to the White House Conference on Library and Information Services (2nd, Washington, DC, July 9-13, 1991). For additional conference-related materials, see IR 053 790-804.

Pub Type—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Archives, Federal Government, Futures (of Society), Government Libraries, *Library Collections, Microfilm, Optical Data Disks, *Preservation, *Records Management, Technological Advancement

Identifiers—*White House Conference Library Info Services

This paper focuses on the preservation of documents that are disintegrating rapidly in national archives. After providing an introduction and background to the situation, the paper outlines a national preservation strategy for administrators and discusses ways to protect collections in archives and libraries throughout the United States. The impact of new technology and the special needs of technology-dependent information (i.e., information that must be stored through electronic and optical-mechanical devices) are also considered, and the future of preservation is discussed. Discussions address four preservation issues: (1) How does one insure that part of a Federal library or archives budget is expended on collection preservation? (2) How does one achieve recommended environmental standards in all Federal archives and libraries? (3) How should mass deacidification and other new technologies for preserving information be obtained by Federal archives and libraries? and (4) How should Federal libraries and archives seek to influence those involved in the development of nontraditional devices and systems for the recording and storage of information? A 21-item selected preservation resource list compiled by Robert E. Schnare is attached to the paper. (MAB)

ED 337 200

Keyser, Amy R., Ed. LaMoure, Lawrence, Ed.

Statistics in Support of the Ten Topic Areas. White House Conference on Library and Information Services.

White House Conference on Library and Information Services.

Pub Date—91

Note—50p.; Paper presented at the White House Conference on Library and Information Services (2nd, Washington, DC, July 9-13, 1991).

Pub Type—Numerical/Quantitative Data (110) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Libraries, *Access to Information, Demography, Elementary Secondary Education, Higher Education, Information Technology, Learning Resources Centers, Library Networks, *Library Personnel, Library Services, Microcomputers, *Preservation, Prison Libraries, Public Libraries, School Libraries, *Social Indicators, State Federal Aid

Identifiers—White House Conference Library Info Services

This booklet presents statistical tables and graphs which were compiled to assist the delegates to the White House Conference on Library and Information Services in formulating their arguments. The tables and graphs have been assigned to one or more of the 10 topic areas, but may also be applied to the three conference themes of Literacy, Productivity, and Democracy. The topic areas are: (1) Access; (2) Governance; (3) Marketing; (4) National Information Policy; (5) Networking; (6) Personnel; (7) Preservation; (8) Services/Programs; (9) Technology; and (10) Training End-Users. Statistics are presented on specific facets of the following general topics: U.S. population; unemployment; staff profiles for academic, public, and school libraries; libraries in state and Federal prisons; state and local government revenue and distribution; state and local government direct expenditures; voting population; copyright registration; gross national product (GNP); level of state effort; library circulation; state archives holdings; copyright registration; school dropouts; adult basic and secondary education; schools with computers for student instruction; wages and salaries; U.S. trade partners; U.S. households with selected media; Federal funding for research; and postsecondary institution enrollment. (MAB)

ED 337 201

White House Conference on Library and Information Services: Keynote Addresses, Remarks, and Presented Papers (2nd, Washington, D.C., July 9-13, 1991).

National Commission on Libraries and Information Science, Washington, D. C.

Pub Date—91

Note—101p.; For additional conference-related materials, see IR 053 790-804.

Pub Type—Collected Works - Proceedings (021) EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Access to Information, *Democracy, Information Technology, *Library Collections, *Library Role, Library Services, *Literacy, *Productivity, Public Libraries, Technological Advancement

Identifiers—*White House Conference Library Info Services

This collection of addresses, remarks, and papers presented at the second White House Conference on Library and Information Services (WHCLIS2) includes excerpts from remarks made by First Lady Barbara Bush, President George Bush, Marilyn Quayle, and William T. Esrey of United Telecommunications, Inc., and keynote addresses by Mary Futrell from the Center for the Study of Education and National Development at George Washington University, and Major R. Owen, Chairman of the Select Education Subcommittee of the House Education and Labor Committee ("Libraries in America 2000"). These presentations speak to the three conference themes of Literacy, Democracy, and Productivity. Also included in the collection are: (1) "Moving from 'Special Services' to Universal Access" (Deborah Kaplan, Associate Director of Public Education, World Institute on Disability); (2) remarks by Gordon M. Ambach in introducing Lamar Alexander (U.S. Secretary of Education) together with remarks by Alexander; (3) "The GOPAC Project" (Newt Gingrich, U.S. Congressman from Georgia); (4) remarks by Paul Simon (U.S. Senator from Illinois); and (5) remarks by James Billington (Librarian of Congress). (MAB)

ED 337 202

White House Conference on Library and Information Services. Issue Briefing Book.

White House Conference on Library and Information Services.

Pub Date—91

Note—196p.; Distributed to delegates at the White House Conference on Library and Information Services (2nd, Washington, DC, July 9-13, 1991). For additional conference-related materials, see IR 053 790-803.

Pub Type—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—*Access to Information, Computer Networks, *Democracy, Information Networks, Information Technology, Library Administration, Library Personnel, Library Services, *Literacy, Marketing, *Policy Formation, *Productivity, Telecommunications

Identifiers—*White House Conference Library Info Services

Intended for use by the delegates to the second White House Conference on Library and Information

tion Services (WHCLIS2), this issue briefing book contains national issues which have been identified at the governors' pre-White House conferences in the various states and territories. The issues have been assigned to 10 topical areas—Access, Networking, Technologies, Personnel, National Information Policies, Preservation, Training, Marketing, Services/Programs, and Governance—and the format for each issue includes the Title, the Issue Statement, Background, Questions for Discussion, and Suggested Solutions. The remainder of the format, to be completed by the delegates at the conference, will include the actual recommendation, its justification, and the implementation strategy as well as its impact on the three main themes of the conference. Notes provided for each issue refer back to the actual state recommendations used by Topic Committee members to consolidate the 1,100 recommendations submitted by the states and territories into the less than 100 issues presented in this notebook. Introductory materials include the conference agenda, recommendations and process pointers, an index to the individual issues, an index to the statistical tables which were provided on site, and the proposed conference rules. (MAB)

ED 337 203 IR 053 808

Marchionini, Gary

Psychological Dimensions of User-Computer Interfaces. ERIC Digest.

ERIC Clearinghouse on Information Resources, Syracuse, N.Y.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-IR-91-5

Pub Date—Oct 91

Contract—R188062008

Note—4p.

Available from—ERIC Clearinghouse on Information Resources, 030 Huntington Hall, Syracuse University, Syracuse, NY 13244-2340 (free while supply lasts).

Pub Type—Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Cognitive Psychology, Computer Software Development, *Computer System Design, Gateway Systems, *Human Factors Engineering, Information Processing, *Input Output Devices, Learning Processes, *Man Machine Systems, *User Needs (Information)

Identifiers—ERIC Digests

This digest highlights several psychological dimensions of user-computer interfaces. First, the psychological theory behind interface design and the field of human-computer interaction (HCI) are discussed. Two psychological models, the information processing model of cognition and the mental model-both of which contribute to interface design—are introduced and discussed. It is observed that the use of metaphors to link user knowledge to the system's function can be both effective and constraining. Seven basic principles for interface design are then identified. It is argued that the most fundamental of these principles is that the interface should be designed around the user's needs rather than added on after a system has been completed, thus serving the constraints imposed by the system. Arguing that interfaces will become increasingly interactive as new input and output (I/O) devices are developed, the digest concludes by identifying current trends in interface design. Examples of new I/O devices currently being researched in HCI laboratories are given, and it is noted that interfaces are increasingly able to support multiple I/O devices in parallel (e.g., interfaces which will accept both voice and gesture), and that research is currently advancing in the area of interaction styles. (MAB)

JC

ED 337 204 JC 910 289

Rochlin, Joyce T.

Experiencing an Epidemic: The Development of an AIDS Education Program for Community College Students in Maryland.

Pub Date—May 91

Note—171p., Ed.D. Dissertation, Nova University. Pub Type—Dissertations/Theses - Doctoral Dissertations (041) - Tests/Questionnaires (160)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—*Acquired Immune Deficiency Syndrome, Community Colleges, *Health Education,

Knowledge Level, Literature Reviews, Program Development, Questionnaires, Sexuality, *Student Attitudes, Student Behavior, *Student Characteristics, Two Year Colleges, *Two Year College Students

Identifiers—*Maryland

In 1991, a project was undertaken to suggest components for an Acquired Immune Deficiency Syndrome (AIDS) education program for community college students. The project sought to identify AIDS programs and policies in place at the 17 community colleges in Maryland; assessed community college students' knowledge about the spread and prevention of AIDS, opinions about AIDS-related issues, and at-risk behavior patterns; and suggested ways in which other AIDS education programs could be developed. College administrators were contacted by letter and telephone to gather information on existing programs and policies, and 613 students responded in class to the "What I Know about the AIDS Virus" survey. After the students completed the questionnaire, the correct answers were provided, and AIDS-related literature and spermicidal condoms were distributed. Project findings included the following: (1) 8 of the 17 colleges had stated policies about AIDS, and no community college in Maryland provided a formal AIDS education program for its students; (2) both the male and female respondents knew more about the cause of AIDS than its transmission; (3) 77% of the responding students believed themselves to be very knowledgeable about AIDS; (4) students were particularly naive about the number of people infected with the disease, the costs associated with the human immunodeficiency virus (HIV) and AIDS, and the susceptibility of women to infection; and (5) many students considered AIDS more contagious than both measles and the common cold, and 41% of students held bacterial infection responsible for the virus. An extensive literature review is provided, along with survey instruments, titles of distributed pamphlets, and a description of the AIDS education program. (JMC)

ED 337 205 JC 910 342

Cahan, Margaret And Others

Science, Mathematics, Engineering, and Technology in Two-Year and Community Colleges.

Higher Education Surveys Number 9.

Westat, Inc., Rockville, MD.

Spons Agency—Department of Education, Washington, DC; National Endowment for the Humanities (NEAH), Washington, D.C.; National Science Foundation, Washington, DC. Directorate for Education and Human Resources.

Pub Date—Dec 90

Note—85p.

Pub Type—Numerical/Quantitative Data (110) - Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*College Faculty, Community Colleges, Courses, Department Heads, *Engineering Education, *Mathematics Instruction, National Norms, Part Time Faculty, Program Descriptions, Program Evaluation, Questionnaires, *Science Instruction, Tables (Data), *Two Year Colleges

In January 1989, a survey was conducted of a national sample of public and private two-year and community colleges regarding aspects of their science, mathematics, engineering, and technology programs. The survey requested information on the prevalence of course and program offerings, the number and educational level of faculty, use of part-time faculty, faculty teaching loads, and the opinions of division heads regarding hiring and programs. Of the 323 institutions surveyed, 295 provided usable responses for a 91% response rate. Study findings included the following: (1) the majority of colleges without basic science courses were private two-year schools; (2) 78% of the responding colleges offered calculus or courses having calculus as a prerequisite, 69% offered two-year science transfer programs, and 46% had pre-engineering transfer programs; (3) science, mathematics, and technology faculty constituted about 37% of the total full-time faculty and 23% of the total part-time faculty; (4) the average total contact hours (lecture and lab) per week for full-time faculty was 18.6 in science, 16.2 mathematics, and 19.0 in engineering and technology; (5) in 7 of the 11 science and technology subjects studied, a majority of division heads reported that their institutions did not have any full-time faculty openings in the last three years; (6) the most serious problem cited by division heads was inadequate preparation of students in high

school; and (7) the aspect of science and mathematics programs rated most highly by division heads was transfer to four-year institutions. Detailed data tables and the survey instrument are included. (JMC)

ED 337 206 JC 910 380

Pueblo Community College Objectives: 1990-91

Completed, 1991-92 Current, 1992-93 Projected, 1995-96 Projected.

Pueblo Community Coll., CO.

Pub Date—91

Note—212p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—College Administration, College Instruction, *College Planning, Community Colleges, *Educational Objectives, Long Range Planning, *Organizational Objectives, Student Personnel Services, Two Year Colleges

This report focuses on the institutional goals of Pueblo Community College (PCC), including completed, planned, and projected objectives classified by administrative division. First, goals for the President's Office are presented, covering affirmative action and activities of the Business and Industry Services Division (i.e., customized training, environmental training, research and development, and the Small Business Development Center). Under the Vice President of Administrative Services are accounting, the bookstore, computer services, personnel, the physical plant/planning, the printshop, and purchasing. Objectives for individual college programs are listed under the Vice President for Instruction, including programs within the Arts, Business, and Communications Division; Health Professions, Mathematics, and Sciences Division; the Learning Center; Technology and Trade Division; the Area Vocational Center; Evening College; the Learning Resources Center; Outreach Studies; and External Programs. Finally, under the Vice President for Student Services are admissions and records, the Assessment Center, counseling, drug prevention, financial aid, marketing, recruitment and student activities, the Single Parent Center, student development services, student employment services, student information systems, student support services, supplemental services, and Upward Bound. Each section begins with an overall vision statement, followed by an enumeration 1990-91 objectives and the extent to which they have been achieved, and future objectives for 1991-91, 1991-92, and 1995-96. (JMC)

ED 337 207 JC 910 384

Faculty Handbook: A Resource Guide for Experienced Faculty. 1991-1992.

J. Sargeant Reynolds Community Coll., Richmond, VA. Office of Educational Planning and Research.

Pub Date—1 Jul 91

Note—188p.

Pub Type—Guides - Classroom - Teacher (052) - Guides - Non-Classroom (055) - Reference Materials (130)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—*College Faculty, Community Colleges, Educational Policy, Faculty College Relationship, *Faculty Development, *Faculty Handbooks, Fringe Benefits, *Instructional Development, *Instructional Improvement, *Personnel Policy, Recordkeeping, School Policy, School Surveys, Teacher Role, Teaching Styles, Two Year Colleges

Identifiers—J Sargeant Reynolds Community College - VA

This handbook is comprised of checklists, articles, questions, readings, lesson samples, directions, and surveys results to help faculty think about their teaching and other professional duties. It was designed to serve as a resource manual for faculty at J. Sargeant Reynolds Community College (JSRCC) on the major facets of their work. In addition to providing material on instructional delivery and design, the handbook reviews available college and community services, and summarizes relevant personnel, student, and academic policies. Section 1 of this three-part handbook focuses on teaching, and includes the following: a teaching style checklist; tips for excellence in teaching; notes from a celebration of teaching forum; information on designing course prerequisites, setting office hours, selecting textbooks, and developing learning activities; a list of learning resources; suggestions for student evaluation, midterm assessment, attendance and make-up work, scheduling class events, identifying

behavioral objectives, and creating outlines and syllabi; and information on managing course records and avoiding copyright violation in materials copying. Section 2 focuses on faculty professional growth and development, and includes the following: suggestions for using faculty professional development time at little or no cost; spring 1991 faculty survey results; a list of selected resources; a review of college and community services; and a summary of faculty insurance coverage and benefits. The final section provides three policy appendices addressing policies of the Virginia Community College System and JSRCC relating to faculty, students, and educational programs respectively. (PAA)

ED 337 208 JC 910 425

Pregot, Judi.
The Workforce Partnership Project.
Mount Wachusett Community Coll., Gardner, Mass.

Spons Agency—American Association of Community and Junior Colleges, Washington, D.C.

Pub Date—17 Jul 91

Note—28p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adult Basic Education, *Adult Literacy, Community Colleges, Community Development, Job Skills, Labor Force Development, *Literacy Education, Rural Development, *School Business Relationship, Two Year Colleges, *Volunteer Training

Identifiers—*Massachusetts

Mount Wachusett Community College's (MWCC's) Workforce Partnership Project (WPP) was undertaken to raise the awareness of local agencies to the linkage possibilities among MWCC, economic development leaders, and literacy programs; and to develop a tutor training program for rural workforce literacy tutors. Brochures and flyers publicizing the proposed activities were distributed to the local business community and at local workshops, conferences, and meetings. A 3-day volunteer tutor training workshop was held, and subsequently 12 trained volunteers were placed in various adult education centers. The workshop focused on such topics as the characteristics of adult learners and of quality tutors; instructional approaches and techniques; and assessment and goal setting. Under the project, MWCC also offered as extended-length English-as-a-Second-Language course at a local manufacturing company. The company felt that the first effort was so successful that they offered it for a second group of employees. The project report contains the promotional brochures, an outline of the topics covered each day at the volunteer training workshop, and materials distributed at the workshop, including instructions for using language experience stories and dialogue journals in tutoring, and exercises asking the tutees to describe objects, describe their jobs, read and analyze a short story (including a chart for plotting relationships and predicting outcomes, a story map, and a story pyramid). (PAA)

ED 337 209 JC 910 445

Johnson, Marguerite And Others

A Survey of Factors Affecting Workplace Performance and Career Advancement of Black Women Administrators in Middle and Upper Level Management Positions in Community Colleges. Summary of Findings.

Pub Date—8 Jul 91

Note—11p.; Paper presented at League for Innovation in the Community College "Leadership 2000" Conference (Chicago, IL, July 8, 1991).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Administrator Attitudes, Administrator Characteristics, *Black Attitudes, Black Leadership, *Blacks, *Community Colleges, Ethnic Bias, Job Performance, Racial Bias, Racial Relations, Surveys, Two Year Colleges, *Women Administrators

In 1991, a survey was conducted of 150 black female administrators at the department chair level and above at 65 community colleges in 19 states. The questionnaire solicited information on respondent characteristics, such as age, degrees, and salary, and their perceptions of the degree to which each of 20 variables positively or negatively affected their workplace performance and career advancement. Respondents were also asked to list "do's" and "don'ts" for black women administrators. Surveys were returned by 50 respondents, for a re-

sponse rate of 33%. Variables which generated highly positive responses for both workplace performance and career advancement were self-worth, amount of education, verbal skills, writing skills, and leadership ability. Most respondents (23 of 38) indicated that skin color had a negative impact on workplace performance, and 20 of 36 respondents indicated that skin color had a negative impact on career advancement. Selected comments made by respondents regarding the variables ethnicity, apparel, marital status, self-worth, leadership ability, supervisor support/mentor relationships, and general issues are attached, along with a representative sample of the more than 500 responses to the final "administrator do's and don'ts" question. (JMC)

ED 337 210 JC 910 446

Marrow, Alvin J. Reed, Ron

College Renewal through the Self-Study Process.

Pub Date—8 Jul 91

Note—35p.; Paper presented at the League for Innovation in the Community College "Leadership 2000" Conference (Chicago, IL, July 8, 1991).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Accreditation (Institutions), Accrediting Agencies, *College Planning, Community Colleges, Institutional Evaluation, Institutional Mission, *Mission Statements, *Participative Decision Making, School Personnel, *Self Evaluation (Groups), Two Year Colleges

Identifiers—*Hazard Community College KY, *Strategic Planning

In May 1989, as part of a college renewal and self-study process, Hazard Community College conducted a 2-day retreat involving all segments of the college community. Focus groups were established to examine and define the values that best represented the institution. At the end of the second day, each of the 11 focus groups presented a consensus of its views to the entire college community. The lists of values generated by the groups, focussing on topics such as programs, finance, and interpersonal relations, were consolidated into a Summary of Values (SOV) which was distributed to every retreat participant. Following the retreat, an Institutional Purpose Committee was established to re-write the college's statement of purpose and the SOV in order to translate them into 17 institutional goals. Through a series of public forums, these goals were presented to faculty, support staff, administration, students, and the community. Based on these forums, a revised mission statement was prepared and submitted to the entire college community and to the college's advisory board for approval. Copies of the statement were then given to the co-chairs of the Southern Association of Colleges and Schools (SACS) Committees within the college so that they could begin the process of interrelating the units of the self-study to the revised mission statement. Following a year and a half of data collection, research, writing, and editing, a final self-study document was generated. A series of appendices provide focus group report forms and values lists; the SOV; a list of the 17 goals; sample SACS bulletins and self-study forms; and flow charts depicting the renewal and self-study process. (PAA)

ED 337 211 JC 910 447

Pudilka, Pam Macha, Becky

Beyond Remediation: Monitoring Progress and Promoting Success.

Pub Date—[91]

Note—11p.; Paper presented at the National Institute for Staff and Organizational Development Annual National Conference on Teaching Excellence (13th, Austin, TX, May 19-22, 1991).

Pub Type—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Achievement, *Academic Advising, Community Colleges, Educational Assessment, Educational Counseling, Educational Legislation, *High Risk Students, Mentors, *Remedial Instruction, Standardized Tests, *Study Skills, Two Year Colleges, Two Year College Students

Identifiers—*Del Mar College TX, *Texas Academic Skills Program

The Texas Academic Skills Program (TASP), enacted into law in the fall of 1989, was designed to insure that public college students in Texas would have the basic skills necessary to perform in college-level courses. The TASP law requires that students be tested prior to completing 9 or 15 semester hours of college-level work. The law also requires

that each institution report annually on the effectiveness of its remediation and advising program and that students who require remediation be continuously remediated. At Del Mar College, students are assessed using the TASP assessment instrument, as well as the American College Testing (ACT) Program test and the Scholastic Aptitude Test (SAT). The college offers two levels of developmental classes in reading, English, and mathematics. Using a specially designed assessment chart, students' test scores can be evaluated by an advisor to determine the appropriate remedial placement. The counseling, advising, and testing office employs five academic advisors hired specifically to monitor TASP remedial students, and to handle special student referrals from instructors in remedial courses. To encourage students having difficulties, remedial faculty may issue a mark of "remedial incomplete" which does not convert to a letter grade and which allows students to retake a course. The college also offers free workshops on topics such as test-taking, study skills, and coping with procrastination. Other activities for TASP students have included a special study-skills course and faculty mentoring lunches. The assessment chart and a sample counseling referral sheet are attached. (PAA)

ED 337 212 JC 910 448

Franco, Vivian And Others

[Report Prepared for the] Intersegmental Coordinating Committee Meeting, January 17, 1991. California State Univ., Long Beach. Office of the Chancellor.

Pub Date—16 Jan 91

Note—16p.

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*College Transfer Students, Community Colleges, Comparative Analysis, Higher Education, Information Needs, *Mathematical Formulas, Models, Ratios (Mathematics), State Universities, *Transfer Policy, Two Year Colleges, Validity

This report puts forth the position of the Office of the Chancellor of the California State University (CSU) regarding data needs for constructing California Community College (CCC) transfer rates, indicating that the CSU's preferred transfer rate would indicate the annual incidence of new transfers, convey efficiency across time, and, in combination with other data, describe student flow from two-year institutions to four-year institutions. Three proposed methods for measuring transfer rate are described in the report: an eventual transfer rate; a partial rate with a subjective denominator; and a partial rate with an objective denominator. In addition, seven other rates are evaluated in terms of four issues: construct validity, group equivalence, time equivalence, and maturation validity. These seven methods of calculating transfer rates are termed the "traditional definition"; the Transfer Assembly model; BW Associates' "Effective Transfer Rate" and "TC Project Evaluation" models; the University of Michigan model proposed by Lee and Frank; three alternatives proposed by the CCC Chancellor's Office; and the measures recommended for inclusion in the CCC accountability model using longitudinal data. The report concludes in favor of the Transfer Assembly model. (JMC)

ED 337 213 JC 910 449

Miller, Michael F.

1990 PreFreshman Summer Program: Post-Program Self-Study Report.

Queensborough Community Coll., Bayside, N.Y.

Pub Date—28 Aug 90

Note—83p.

Pub Type—Reports - Descriptive (141) — Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Academic Achievement, Academic Persistence, *College Bound Students, Community Colleges, *Outcomes of Education, Program Effectiveness, Program Evaluation, *Remedial Instruction, Self Evaluation (Groups), *Student Characteristics, Summer Programs, Tables (Data), *Transitional Programs, Two Year Colleges

In 1990, Queensborough Community College (QCC) conducted a Pre Freshman Summer Program (PFSP) to improve first-time freshmen's basic verbal and mathematical skills and to ease students' transition from high school to college by orienting them to college life. PFSP services, which included remedial instruction, comprehensive counseling,

and classroom- and center-based tutoring, were available to any student who had not passed the Freshman Skills Assessment Program tests. Outcomes of the program included the following: (1) students maintained excellent attendance in remedial courses, attending more than 90% of their basic skills classes and 82% of their counseling classes; (2) students passed the basic skills courses at a rate of 84.1% for reading, 75% for writing, 69.5% for mathematics, and 88.3% for the counseling course, though students completed all of the courses at a rate exceeding 90%; (3) split session classes had slightly lower pass rates than classes taught continuously for 2 hours and 45 minutes; (4) initially counseling, tutoring, and academic advisement were the most desired program components, but near the end of the program, academic advising, counseling, and free books were seen as the most important program aspects. Based on student findings a number of recommendations were developed, calling for the creation of curricular development subcommittees to encourage new approaches and formats; the creation of special classes for slower students; limitations on enrollment to two PFSP classes; and the clarification of the role of tutors in the classroom. Data tables and charts showing student, teacher, and tutor characteristics and outcomes information are included. (JMC)

ED 337 214 JC 910 450

Strategic Master Planning Document, 1990.

Lansing Community Coll., Mich.

Pub Date—Jul 90

Note—80p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—College Administration, *College Planning, Committees, Community Colleges, Educational Facilities Planning, Educational Finance, Human Resources, Instructional Improvement, *Master Plans, *Participative Decision Making, School Community Relationship, Student Personnel Services, Two Year Colleges

Identifiers—Lansing Community College MI

Developed at Lansing Community College (LCC) through a charrette process, this strategic master plan provides specific directions for action, while retaining room for human judgment in moving toward the college's goals. The seven sections of the plan focus on strategic planning goals, including charrette recommendations, rationales, and strategies within each priority level for action. The planning goals relate to: (1) strengthening instruction with respect to basic skills assessment, cross-curricular competencies, common core of courses, duplication of courses, the Academic Affairs Office, exit competencies, and instructional design, technology, and support; (2) strengthening student services in the areas of computer-based student services, counseling, equal access to services, student support services, child and dependent care, student minority affairs, handicapped and tutorial services, health care activities, and student activities; (3) strengthening the college's financial base, with respect to allocation, resource development, and affordability, tuition, and fees; (4) strengthening facilities by adding facilities and improving facility utilization, parking, and student commons and lounges; (5) strengthening human resources and relations, focusing on full-/part-time employee ratios, human resource development, affirmative action, expanded employee recognition effort, personnel evaluation, and quality of worklife and equity for part-time personnel; (6) strengthening community ties with respect to distance learning; fee for service, education, and training; incentives for community and client services; and linkages and networks; and (7) strengthening leadership initiatives, focusing on commitment to diversity, institutional research, internal communication, the academic calendar, environmental concerns, and international activities. A glossary and a summary of the recommendations of strategic planning task forces are included. (JMC)

ED 337 215 JC 910 451

Grossman, Gary M. And Others

Approaching a Comprehensive Institutional Plan

for Western Iowa Tech Community College.

Phase II: Creating a New Vision.

Ohio Council on Economic Education; Ohio State Univ., Columbus. Center on Education and Training for Employment.

Spons Agency—Western Iowa Tech, Sioux City.

Pub Date—Sep 91

Note—142p.; For a related document, see ED 306 970.

RIE FEB 1992

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Adult Education, College Curriculum, *College Planning, *College Role, Community Colleges, Curriculum Development, Demography, *Economic Development, Educational Development, Educational Facilities Planning, Educational Finance, Educational Legislation, Financial Support, Job Placement, Liberal Arts, *Mission Statements, Private Financial Support, School Community Relationship, School Holding Power, Statewide Planning, Two Year Colleges, Vocational Education

Identifiers—Iowa

Developed in response to the need for a revision of the institutional mission statement and objectives of Western Iowa Tech Community College (WITCC) in order to respond to the changing student population, external economic factors, and local community needs, this report reviews economic and legislative issues affecting the college, describes activities of the various departmental units to address specific need areas, and presents recommendations. The introductory section identifies the following four challenges which the college must meet in the coming century: (1) establishing a comprehensive arts and sciences program; (2) maintaining a current vocational-technical curriculum; (3) developing a systematic approach to resource development; and (4) devoting more attention to appropriate student services. The next section examines economic and employment conditions of the Siouxland community, reviewing workforce trends, career placement of community college graduates, and community economic development projects. Next, the report reviews statewide policy issues affecting WITCC. The following six sections present summaries of recent planning efforts and activities at WITCC in the areas of occupational and career education; community and continuing education; arts and sciences; resource development; student services; and efforts addressing collegewide concerns. The final section presents a series of 20 recommendations suggesting, for example, that the Arts and Sciences unit be given Instructional Division status; advising and counseling services be expanded; and credit and non-credit courses be articulated throughout the college curriculum. (PAA)

ED 337 216 JC 910 452

Garcia, Viola Ruth

Promoting Career Opportunities in Nursing to the

Minority and Male Population of Galveston.

Galveston Coll., TX.

Spons Agency—American Association of Community and Junior Colleges, Washington, D.C.; Metropolitan Life Foundation.

Pub Date—Jul 91

Note—12p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Associate Degrees, Community Colleges, *Males, *Mentors, *Minority Groups, *Nursing Education, *Outreach Programs, Program Descriptions, Program Implementation, *Student Recruitment, Two Year Colleges

In 1991, a project was undertaken to increase the number of minority and male students entering and completing the Associate Degree Nursing (ADN) program at Galveston College (GC) in Texas. The goal of the project was achieved in three interrelated phases. The initial phase focused on establishing an outreach program within the community. The second phase provided a nurse camp for the prospective students to get acquainted with each other, as well as with student nurses, the project director, and the project counselor. The third phase created a registered nurse (RN) mentor program for the participants in the project. The outreach phase emphasized the involvement of presently enrolled ADN students as student mentors. The student mentors searched the community for and brought to the nurse camps those individuals who met the criteria for inclusion as participants in the project. The nurse camps and RN mentor phases overlapped and were attended by the participants, student nurse mentors, and RN mentors. Project events were scheduled throughout the year, including luncheons, visits to a nurse laboratory session, and attendance at a student nurse association meeting. The activities provided a realistic view of nursing school, fostered group support, and exposed the prospective students to resources that would enable them to enter and successfully complete the nursing program. The outreach phase of the project resulted in 31 prospective students attending the first activ-

ity, 17 of whom ultimately enrolled either in the nursing program or in courses preparing them for enrollment in the program. (JMC)

ED 337 217 JC 910 453

AACJC/Metropolitan Life Foundation Registered

Nurse Shortage Project: Final Report.

Hawaii Univ., Lihue. Kauai Community Coll.

Spons Agency—American Association of Community and Junior Colleges, Washington, D.C.; Metropolitan Life Foundation.

Pub Date—Jun 91

Note—27p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Articulation (Education), Career Awareness, College Credits, *College Preparation, *College School Cooperation, Community Colleges, Cooperative Programs, Early Admission, High Schools, *High School Students, Labor Needs, *Nurses, *Nursing Education, Two Year Colleges

Identifiers—*University of Hawaii Kauai Community College

In an effort to increase the number of graduating Kauai High School (KHS) seniors prepared to enter the Kauai Community College (KCC) Career Ladder Nursing Program, a special 2 + 2 program was initiated involving college/high school curriculum articulation, academic and career counseling, and early admission to KCC. At the outset of the project, it became clear that there were serious career awareness deficits among the high school students which would make recruitment into the Career Ladder Nursing Program (CLNP) extremely difficult. This problem was addressed through the Health Occupations Exploration Program, a joint high school/college/hospital initiative which exposed students to nursing and health careers and to the education and employment opportunities available in these fields. Program participants begin in 10th and 11th grade by taking a supervised course of study emphasizing English, Math, and Science. As high school seniors, the 2 + 2 students take support courses in anatomy, physiology, and psychology at KCC. By fall 1991, more than 20 high school students had expressed verbal and course scheduling commitment for the 2 + 2 course sequence and for early admission into the CLNP for fall of 1992. In addition, career awareness and health exploration activities were developed and implemented in all 7th and 8th grade science classes and in all high school Pre-algebra, Algebra I, and Geometry courses. A review of other vocational education curriculum articulation activities at KCC; project planning session summaries; promotional materials; and charts illustrating the health occupation needs in Hawaii are included. (PAA)

ED 337 218 JC 910 454

Dolberry, Jacque

Salish Kootenai College Project for Recruitment

and Retention of Native Americans in Associate

Degree Nursing. Final Report.

Salish Kootenai Coll., Pablo, MT.

Spons Agency—American Association of Community and Junior Colleges, Washington, D.C.; Metropolitan Life Foundation.

Pub Date—21 Aug 91

Note—15p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, *American Indians, *Career Awareness, Community Colleges, Intermediate Grades, *Nursing, *Nursing Education, Program Evaluation, *Reservation American Indians, Secondary Education, *Student Recruitment, Two Year Colleges, Workshops

Identifiers—Native Americans

The purpose of the Salish Kootenai College (SKC) Project for Recruitment and Retention of Native Americans in Associate Degree Nursing was to increase the numbers of Native American registered nurses providing health care to the Native American population of Montana and the northwest mountain states. Recruitment and retention efforts targeted Licensed Practical nurses (LPNs), non-traditional adult learners, second career students, and high school and middle school students on reservations in rural Montana and the northwest mountain states. Project results included the following: (1) of the 11 LPN's who were identified throughout Montana reservations, 3 completed requirements for advanced standing, were admitted into the second year of Associated Degree Nursing classes, and

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graduated in June 1991, 2 entered first year classes and will graduate in June 1992, 4 completed prerequisites and will be admitted in fall 1991, and two will be admitted in fall 1992; (2) of the 75 adult learners identified and recruited from Montana reservations, 25 were attending SKC as pre-nursing students, 28 were attending other tribal colleges as pre-nursing students, and 16 will be admitted to SKC in fall 1991; (3) 30 Native American students from grades 4 through 12 attended a one-week Health Careers summer program LPNs who on the SKC campus; and (4) factors identified as most critical to successful recruitment and retention of the target population included intensive orientation and monthly to bi-monthly followup. The project budget, promotional flyer, and brief news articles about the project are included. (PAA)

ED 337 219 JC 910 456

Suarez, Terrance E.

The AACJC/Metropolitan Life Foundation Registered Nurse Shortage Project at Wytheville Community College. Final Report and Executive Summary.

Wytheville Community Coll., Va.
Spons Agency—American Association of Community and Junior Colleges, Washington, D.C.; Metropolitan Life Foundation.

Pub Date—91

Note—9p.

Pub Type—Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Articulation (Education), Associate Degrees, *College Credits, *College School Cooperation, Community Colleges, High Schools, *High School Students, Labor Force Development, *Nursing Education, Pilot Projects, *Practical Nursing, Prerequisites, Two Year Colleges

The purpose of the American Association for Community and Junior Colleges (AACJC)/Metropolitan Life Foundation project at Wytheville Community College (WCC) was to address the critical shortage of nursing professionals in southwest Virginia. The project consisted of establishing a pilot nursing education program between the associate degree nursing program at WCC and one of the high school-based practical nursing programs within the college's service region. An articulation agreement was developed between WCC and two service region practical nurse programs. The agreement established a system by which prospective students, specifically minorities and males, are identified and recruited as early as the ninth grade. The students are then guided into a set of classes which meet high school graduation requirements, and satisfy college associate degree nursing program pre-requisites, and allow for entry into one of the practical nursing programs, and, upon completion, admission to the second year of the college's associate degree nursing program. Specifically students will enroll in the pre-clinical practical nursing education programs as seniors in high school. The program allows for completion of the associated degree nursing program within two years of high school completion. Though completed, the articulation agreement has yet to be signed. In addition, the curriculum has not yet been approved by the State Board of Nursing. Completion of all remaining project activities is scheduled for the fall semester 1991. A copy of the articulation agreement is attached. (JMC)

ED 337 220 JC 910 457

Curriculum Guide and Index and Matrix for IRCA ESL Programs.

Comprehensive Adult Student Assessment System, San Diego, CA.

Pub Date—Feb 90

Note—131p; For the 1989 edition, see ED 309 826.

Pub Type—Guides - Non-Classroom (055) — Reference Materials (130)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Adult Education, Citizenship Education, Curriculum Guides, *English (Second Language), Indexes, Instructional Materials, Language Skills, Matrices, *Minimum Competencies, *Second Language Programs, Student Certification

Identifiers—*Comprehensive Adult Student Assessment System, Immigration Reform and Control Act 1986

This curriculum guide for Immigration Reform and Control Act (IRCA) English-as-a-Second-Language (ESL) programs lists competencies and resources for ESL and Civics instruction. Section A provides IRCA competency statements for begin-

ning and intermediate levels of ESL instruction which integrate ESL and Civics competencies. The competencies in the IRCA list were selected from a complete set of competencies compiled by the Comprehensive Adult Student Assessment System (CASAS) and are organized into the following categories: Basic Communication (including social language, personal identification, and clarification), Consumer Economics (focusing on money and shopping), Community Resources (reviewing telephone, transportation, directions, post office, time, and community services), Health, Occupational Knowledge (including getting a job, and on the job language use), and Government and Law. Using the same categories, section B lists general competencies for ESL/Civics instruction selected from the CASAS list. Section C contains the IRCA Curriculum Index and Matrix, which links specific adult curricula and instructional materials to the ESL/Civics competencies. Section D provides a bibliography of citizenship materials and resources, and video materials considered by CASAS consortium members to be appropriate for IRCA programs. Section E presents a list of seven organizations that can serve as resources in teacher training. Finally, section F indicates the skill levels and possible program placements corresponding to CASAS scores. An 18-page appended supplement contains new materials added to sections D and E since publication of the September 1989 edition. (PAA)

ED 337 221 JC 910 458

Michaud, Gene L.

Marketing the Satellite Student in a Technical College.

Pub Date—91

Note—72p; "An Applied Research Project submitted in partial fulfillment of the requirements for the Master of Science in Education degree in Educational Administration, University of Southern Maine." Poor quality type.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Community Colleges, *Nontraditional Students, *Off Campus Facilities, Outreach Programs, Questionnaires, *Satellite Facilities, *Student Attitudes, *Student Characteristics, Student Educational Objectives, Two Year Colleges, Two Year College Students, Vocational Education

Identifiers—*Northern Maine Technical College, *Satellite Students

At Northern Maine Technical College (NMTC), students can take classes at outreach locations, usually at a high school in their local community. In 1991, a study was conducted to determine the needs, perspectives, and characteristics of these "satellite" students. Satellite directors at six active sites distributed questionnaires to all 308 students attending classes during the first two weeks of the spring semester. A total of 233 usable surveys were returned for a 76% response rate. Study findings included the following: (1) 85% of the respondents were female; (2) 45% of the respondents were matriculated in a degree program; (3) 41% of the respondents reported annual gross household incomes of under \$15,000; (4) 61% of the respondents cited location as the most important reason for choosing NMTC satellite courses; (5) 33% of students cited newspapers as their source of information concerning the availability of the NMTC satellite courses; (6) "friends" were cited most frequently as being the most influential in helping students choose courses; (7) 40% of the respondents were new NMTC satellite students; (8) 60% of the respondents reported working day jobs; (9) 71% of the respondents indicated that they would take Interactive Television courses if offered; (10) students reported significant conflict between school and work; and (11) 90% of students were very satisfied with the quality of instruction. Data tables, recommendations, the survey instrument, satellite course schedules, and a copy of the detailed "Agreement of Understanding" between NMTC and the Adult Education Center for conduct of the courses, are included. (PAA)

ED 337 222 JC 910 459

McCuen, Sharon

American River College Staff Development Report: Human Resources Development Plan 1991-92 and Report and Evaluation 1990-91. American River Coll., Sacramento, CA. Office of Research and Development.

Pub Date—Sep 91

Note—52p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—College Planning, Community Colleges, Educational Legislation, *Faculty Development, Participant Satisfaction, Participative Decision Making, Professional Development, Program Evaluation, *Staff Development, Teacher Improvement, Two Year Colleges, *Workshops

American River College's (ARC) Human Resources Development (HRD) plan for 1991-92 marks the third year of implementation of HRD funding at the college. Funds for HRD were received as part of Assembly Bill (AB) 1725 and activities have included computer training, multicultural awareness, shared governance, and "flexible calendar" (paid non-teaching days) activities. Among the programs and events planned for faculty as part of the 1991-92 HRD plan are workshops on classroom research, how to work with small groups, student involvement, and the use of the new campus computers; a 3-day "Great Teachers" retreat; reading-discussion groups; and mini-grants for travel to other institutions. Planned classified staff activities include workshops on effective telephone techniques and successful approaches to career advancement; and travel funds for attendance at conferences and workshops. In addition, five non-teaching days for instructional improvement have been planned as well as special computer literacy workshops. Evaluations of the 1990-91 HRD plan revealed that 182 HRD activities were offered in the fall and 110 in the spring; 74% of faculty attended an event or used the Teaching Resource Center; 66% of classified staff attended workshops; \$3,933 in classified travel grants were awarded; five flexible calendar days were held; a shared governance colloquium was held; and 85% of participants surveyed rated the HRD activities as "good" or "excellent." Appendices include a list of Staff Development Advisory Committee members for 1990-91; the 1991-92 budget; a detailed description of 1990-91 HRD programs and activities held and the program evaluation; and a copy of relevant AB 1725 legislation. (PAA)

ED 337 223 JC 910 460

Reed, Ann

Systemwide Communications Plan and Priorities.

California Community Colleges, Sacramento. Office of the Chancellor.

Pub Date—Nov 91

Note—22p; Discussed as Agenda Item 5 at a meeting of the Board of Governors of the California Community Colleges (Sacramento, CA, November 14-15, 1991).

Pub Type—Legal/Legislative/Regulatory Materials (090) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*College Planning, *Community Colleges, Management Systems, Needs Assessment, *Organizational Communication, Policy Formation, *Public Relations, Public Support, *School Community Relationship, *Statewide Planning, Systems Analysis, Two Year Colleges

Identifiers—California Community Colleges

The Board of Governors of the California Community Colleges has repeatedly identified the strengthening of communications as a key component to developing the California Community Colleges (CCC) as a system. The genesis of communications planning, activities and priorities took place in 1989 with the Burson-Marsteller Communications Action Plan, developed by this national firm in conjunction with the Communications and Public Affairs Division of the CCC. The Action Plan, generated through a statewide survey and evaluation of the public image of the CCC, lays out the priorities for strengthening the communications activities of the CCC with regard to public understanding of the system. Each year, the CCC Foundation has funded at least one priority activity from the Plan. Key activities from the Plan which have been completed include: a "how to" manual for public affairs that has been distributed statewide to chief executive officers and trustees; the State Chancellor's Hour monthly public affairs show; the quarterly Impact newsletter; a system presentation brochure; a system video; and a recognition program for teaching excellence. Three major new initiatives are being considered for the future: the development of a statewide community college newspaper; increased national media exposure in conjunction with the CCC's Commission on Inno-

vation; and crisis communications training workshops for teams of college chief executive officers, trustees, and public information officers. The Burson-Marsteller communications review, the Action Plan, and a division workplan aligned to the available funding for projects are attached. (JMC)

ED 337 224 JC 910 461

Walters, Judy Feter, Mark E.

Commitment to Quality: Educational Accountability for California Community Colleges.

California Community Colleges, Sacramento. Office of the Chancellor.

Pub Date—Nov 91

Note—29p.; Discussed as Agenda Item 6 at a meeting of the Board of Governors of the California Community Colleges (Sacramento, CA, November 14-15, 1991).

Pub Type—Legal/Legislative/Regulatory Materials (090) — Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Achievement, *Accountability, College Role, Community Colleges, Cost Effectiveness, Educational Finance, *Educational Improvement, Educational Legislation, Outcomes of Education, Pilot Projects, Program Effectiveness, *Program Implementation, *School Effectiveness, *Statewide Planning, Two Year Colleges

Identifiers—*California Community Colleges

Assembly Bill (AB) 1725 mandates that the Board of Governors of the California Community Colleges (CCC) shall develop and implement a comprehensive Community College educational and fiscal accountability system in order to improve student and institutional performance. The system is to be implemented over a 3-year period beginning not later than 1991-92 and is to produce a published report for CCC accountability. In November 1990, a task force was established to provide consultation on the conduct of a pilot accountability program, and in January 1991 grants were awarded to four Community College Districts for an 18-month project to develop pilot local and state accountability programs and prototype accountability reports. Three reports emerged from the pilot accountability program: a technical assistance guide for designing local pilot accountability programs; a study of state and local accountability implementation costs; and a draft plan for a statewide accountability program. Aspects of the proposed state accountability system would include basic data collection and reporting by the CCC Chancellor's Office; annual long-range accountability studies; improved data collection and dissemination efforts; and establishment of a clearinghouse of exemplary accountability models. The five proposed statewide indicators include student access, student success, student satisfaction, staff composition, and fiscal condition. Appendixes provide task force members, a summary of components of the technical assistance guide, and a detailed listing and description of proposed accountability indicators for statewide reporting. (JMC)

ED 337 225 JC 910 462

Cepeda, Rita Nelson, Kathleen

Transfer: A Plan for the Future.

California Community Colleges, Sacramento. Office of the Chancellor.

Pub Date—Nov 91

Note—111p.; Discussed as Agenda Item 7 at a meeting of the Board of Governors of the California Community Colleges (Sacramento, CA, November 14-15, 1991). Appendixes printed on colored paper.

Pub Type—Legal/Legislative/Regulatory Materials (090) — Opinion Papers (120) — Reports - General (140)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Articulation (Education), *College Transfer Students, Community Colleges, *Educational Legislation, Educational Planning, Educational Trends, Institutional Mission, *Intercollegiate Cooperation, Role of Education, State Universities, *Statewide Planning, *Transfer Policy, Two Year Colleges

California Senate Bill (SB) 121 establishes that a strong transfer function is the responsibility of all three segments of higher education; the California Community Colleges (CCC), the University of California (UC), and the California State University (CSU), and that each segment must develop transfer agreement programs, discipline-based articulation agreements, transfer centers, and a transfer plan for implementation of provisions of the bill. This report reviews the latest transfer statistics in the state (in-

cluding systemwide trends and institutional differences); summarizes efforts that have been undertaken to strengthen transfer; discusses planning for the future; and presents an outline of the community college transfer plan for implementation of SB 121. Summary transfer trends presented include the following: (1) out of every 10 CCC transfer students, seven transfer to CSU, and 4 out of every 12 CCC students identify transfer as a goal; (2) CCC transfer students perform, persist and graduate at a level comparable to students who began at CSU and UC; (3) 20% of UC graduates and 50% of CSU graduates are CCC transfers; and (4) between 1986 and 1990, CCC transfers to UC increased from 4,858 to 7,420, transfers to CSU increased from 27,767 to 29,370, and the overall proportion of minority student transfers increased. Appendixes provide a review of major provisions of SB 121; a detailed data report on trends in transfer statistics; a review of statewide efforts to improve transfer; and the CCC transfer plan. Components of the CCC plan include improving academic advising, increasing underrepresented student transfer, and increasing opportunities for transfer to private institutions. (PAA)

ED 337 226 JC 910 463

Carleo, Anita Susan Walk

Job Satisfaction among Full-Time Faculty in the Los Angeles Community College District.

Pub Date—88

Note—236p.; Ph.D. Dissertation, University of California, Los Angeles.

Available from—University Microfilms Inc., 300 N. Zeeb Road, Ann Arbor, MI 48106 (Order no. 8907545).

Pub Type—Dissertations/Theses - Doctoral Dissertations (041) — Tests/Questionnaires (160)

Document Not Available from EDRS.

Descriptors—*College Faculty, Community Colleges, *Full Time Faculty, *Job Satisfaction, Questionnaires, Tables (Data), *Teacher Attitudes, Teacher Behavior, Teacher Characteristics, Teacher Expectations of Students, *Teaching Conditions, Two Year Colleges, *Work Environment

Identifiers—*Los Angeles Community College District CA

In 1986, a study was conducted of the level of job satisfaction among full-time faculty in the Los Angeles Community College District (LACCD). Questionnaires were distributed to 1,000 randomly selected full-time faculty in the nine colleges in the LACCD. A total of 439 surveys were returned, for a 43.9% response rate. Study findings included the following: (1) 63.5% of respondents were male, 82% were white, 69% were married, and the average annual salary was \$37,749; (2) faculty as a whole were generally satisfied with the number of required teaching and office hours, academic freedom, opportunities to be creative, the sense of achievement, and the amount of challenge in their work; (3) 83% of respondents were satisfied with their colleagues, and 55% were satisfied with their administrators; (4) less than 30% were satisfied with the physical condition of the work environment and the resources available, and over 57% were dissatisfied with their influence on college and district policy making; (5) over 77% of respondents indicated they would continue in the LACCD until they retired, and 25% said they would retire within five years; (6) less than one-third were satisfied with the community colleges' public image, and only 50% were satisfied with their level of job security; (7) faculty enjoyed helping students but were dissatisfied with students' academic ability; and (8) half of the respondents said they would like to spend more time each day on research, helping students, and course development and less time on administrative duties. The survey instrument, data tables, a 43-item bibliography, and a review of the literature are included. (JMC)

ED 337 227 JC 910 464

Assessing Student Learning Outcomes: Performance Accountability Report.

Howard Community Coll., Columbia, Md.

Pub Date—Nov 91

Note—85p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Academic Achievement, Access to Education, *Accountability, *College Outcomes Assessment, *College Planning, Community Colleges, Educational Environment, Instructional Improvement, Needs Assessment, *Outcomes of Education, Self Evaluation (Groups), Two Year

Colleges

Prepared to document Howard Community College's (HCC's) progress in implementing its plan for assessing student learning outcomes, this performance accountability report describes the implementation of the plan as of November 1991, covering information gathered, actions taken, and proposed activities. Four strategic priorities which apply either in whole or in part to the assessment plan are detailed: (1) student learning and teaching excellence, including goals related to the achievement of learning objectives, student satisfaction, evidence of student learning, and teaching improvement; (2) student access, including goals related to educational opportunities, developmental services, institutional image, admissions and registration, facilities, and student financial aid; (3) the learning environment, including goals related to providing a physical, intellectual, and socio-psychological environment conducive to learning; and (4) customer service, which focuses on providing excellent service to students. For each priority, associated goals and indicators are listed and briefly discussed in terms of background and related measures. For each goal, a performance summary and a series of administrative recommendations are presented. Provided for each indicator are a chart which depicts current information, a rationale for and definition of the indicator, the source of the data the 3-year performance target, and a performance outcome and analysis. Where applicable, comparisons over time within the college and comparisons with a set of peer institutions in the Maryland community college system are provided. A preliminary activity and goal matrix is attached. (JMC)

ED 337 228 JC 910 466

Frye, John H.

Conflicting Voices in the Definition of the Junior-/Community College.

Pub Date—[91]

Note—18p.

Pub Type—Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*College Role, Community Colleges, Educational Administration, *Educational History, *Educational Philosophy, Educational Policy, *Educational Practices, Leadership, Rhetoric, *Terminal Education, *Two Year Colleges, Universities

The history of the first 40 years of the community college movement was characterized by wide variations between the professional interests of educators and the educational interests of the public, with professional rhetoric attempting to minimize any apparent conflict. By 1930, the leadership elite of the junior college movement was comprised mainly of American Association of Junior College figures and university professors of education. While this group employed a rhetoric of public service, their intention was to associate junior colleges with secondary education and to emphasize the terminal function of junior college as a way of supporting the naturally hierarchical structure of society. The public, however, supported the junior college as a source of upward mobility through access to higher education. Comparing the terminal education policies promoted by the national leadership with the actual practice of junior colleges reveals another marked incongruity, this time between leadership rhetoric and the reality of public junior colleges. While the leadership was almost uniform in insisting that the primary purpose of the junior college should be to educate semiprofessionals who would not go on to the baccalaureate, the college curriculum invariably emphasized the first 2 years of university work over terminal education and junior college students were transferring in great numbers. These realities drew strong criticism from the university community, who attacked the poor quality of teaching and were hostile to competition for freshman and sophomore students. However, neither the university critics or the junior college proponents of terminal education had much effect on the course of junior college development. (JMC)

ED 337 229 JC 910 470

Brandon, Judy

The Redemptive Role of the Community College within a Rural Society.

Pub Date—May 91

Note—19p.; Paper presented at the Annual National Conference of the National Institute for Staff and Organizational Development. (13th, Austin, TX, May 19-22, 1991).

Pub Type—Speeches/Meeting Papers (150) — Re-

ports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, *College Environment, *College Role, Community Colleges, Emotional Problems, *Nontraditional Students, *Self Esteem, Students, Characteristics, *Student Personnel Services, Two Year Colleges
Identifiers—*Eastern New Mexico University Clovis

The Academic Career Studies (ACS) program at Clovis Community College focuses on time management, concentration and memory techniques, effective reading and note taking, test-taking skills, creativity, and the qualities of people who are "masters" at what they do. The program targets students who are working on their General Educational Development (GED) certificate, who have poor academic records, or who are welfare recipients in the Project Forward program. The Project Forward participants in particular come to the ACS program with low self-esteem and self-worth, growing out of a history of abuse and other negative experiences. The ACS educators address the issues of self-esteem by providing a supportive environment in the classroom—accepting students for who they are; appreciating students and all the experiences which make them what they are; and affirming students so they can see the potential in themselves. Examples of ACS classroom activities that address these goals include the following: (1) students fill out a wellness inventory to assess how well they are physically, emotionally, and spiritually; (2) students complete a Plus and Minus Chart to identify all the positive things in their lives as well as the negative; (3) students write a letter to a person whom they admire; (4) students chart their lives on a poster board, after the instructor completes the exercise first including failures as well as positive experiences; and (5) students chart their goals in four areas of their lives. When an instructor expects the best from students and centers on strengths rather than weaknesses, students are more likely to grow and fulfill these expectations. (JMC)

ED 337 230

JC 910 471

Parsons, Michael H.

Technology Transfer: Continuing Education's Hidden Treasure for the 21st Century.

Pub Date—21 Oct 91

Note—12p.; Paper presented at the National Council on Community Services and Continuing Education Annual Fall Conference (Corpus Christi, TX, October 21, 1991).

Pub Type—Speeches/Meeting Papers (150)—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Community Colleges, *Educational Strategies, Futures (of Society), Job Training, *Labor Force Development, Labor Needs, *Retraining, *School Business Relationship, *Skill Development, Technological Advancement, *Technological Literacy, Two Year Colleges

The United States Congress's Office of Technology Assessment (OTA) issued a report describing American corporations as "remarkably underdeveloped" when compared with the nation's leading international competitors. The OTA report indicated that training and retraining must be made available to the lower tier of poorly paid, unskilled and semi-skilled workers. One team of researchers has presented a model for establishing partnerships between businesses and educational institutions, in particular community colleges which the model views as uniquely suited to meet the needs of such education/business partnerships. The goal of the partnership is to develop innovative programs to help improve the quality of education and training. One strategy to be utilized in making the partnership a concept viable is technology transfer. A special approach known as the Transformations Procedure was developed to facilitate technology transfer. The approach utilizes three phases of "hands-on" applied learning, resulting in job-related skills and a broad base of technical knowledge. The three phases are pre-tech, tech core, and tech specialty. The first two elements function as a common core of technical expertise to be mastered by all participants, while the last segment is tailored to meet the advanced technology needs of the individuals being served. The entire program consists of between 340 and 600 hours of classroom and laboratory instruction. The process is designed to rebuild the academic and technological foundation of shop-floor technical workers. The responsibility facing community colleges is to integrate Transformations as a bridge program within their own

technology transfer strategies. (JMC)

ED 337 231

JC 910 473

Shields, Linda A.

El Paso Community College Health Careers Opportunity Program (HCOP).

El Paso Community Coll., Tex.

Spons Agency—Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Bureau of Health Professions.

Pub Date—91

Note—6p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Allied Health Occupations, *Allied Health Occupations Education, Career Counseling, Community Colleges, Economically Disadvantaged, Educationally Disadvantaged, Labor Force Development, *Mexican Americans, Minority Groups, Program Descriptions, Program Evaluation, Remedial Instruction, Student Financial Aid, *Student Recruitment, Summer Programs, Two Year Colleges

Identifiers—El Paso Community College TX

The Health Careers Opportunity Program (HCOP) at El Paso Community College (EPCC) is designed to assist individuals from academically and economically disadvantaged backgrounds to enter and graduate from programs leading to careers in the Allied Health Professions. The HCOP utilizes a 5-week Summer Institute for prospective students, which includes non-credit academic and remedial courses, counseling, and field trips to area health care providers. During the academic year, HCOP students receive peer tutoring and mentoring. Goals and objectives of the HCOP include: (1) identifying, recruiting, and enrolling a maximum of 65 minority and disadvantaged students who have potential for future success in an Allied Health Profession; (2) assessing a minimum of 110 potential HCOP students and securing assurance of needed financial aid for 75 of these students; (3) providing workshops during the Summer Institute on the availability and application procedures for obtaining financial assistance in baccalaureate and graduate health professions schools; (4) providing motivational experiences, role model exposure, counseling services, and academic support for HCOP Summer Institute "trainees"; and (5) identifying and enrolling in baccalaureate and graduate health professions schools 15% of HCOP students who have completed the Summer Institute and/or graduated from EPCC's 2-year allied health programs. During the past 2 years, 140 students completed HCOP application requirements, 71 entered and successfully completed the Summer Institutes, 21 students are enrolled in health programs at the college, and 8 students have transferred to four-year institutions. (PAA)

ED 337 232

JC 910 475

A.A.S. Degree Students Transferring from SUNY

Two-Year Colleges: An Exploratory Study.

State Univ. of New York, Albany. Two Year Coll. Development Center.

Spons Agency—New York State Education Dept., Albany. Bureau of Postsecondary Grants Administration.

Pub Date—91

Note—20p.; Project supported by funds from the Carl D. Perkins Vocational Education Act (VEA 152-91-1863).

Pub Type—Reports - Research (143)—Tests/Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Associate Degrees, Bachelors Degrees, *College Graduates, *College Transfer Students, Community Colleges, Higher Education, Questionnaires, Student Educational Objectives, Student Motivation, Two Year Colleges

In 1991, a study was conducted to collect information regarding problems that graduates of two-year colleges with Associate in Applied Science (A.A.S.) degrees encountered when transferring to four-year institutions. The study was motivated by an increasing number of A.A.S. degree recipients who were transferring to bachelor's programs even though their degree was not designed to transfer. Twelve two-year colleges in the Hudson Valley were contacted and asked to distribute questionnaires to a sample of A.A.S. graduates, who were thought to be planning to transfer to a four-year institution. Students were surveyed just prior to graduation and after transfer was completed. From the distribution of 246 questionnaires, 65 usable responses were received from students prior to gradu-

ation and 21 responses were returned from a post-transfer follow-up survey. Study findings included the following: (1) 33.8% of the respondents received their A.A.S. degrees in business areas; (2) 70.8% indicated that they did not have a choice of an Associate in Arts degree in their field of study; (3) 41.5% reported that they decided to pursue a four-year degree during their first semester of community college study; (4) 75% indicated that they were seeking a bachelor's degree for reasons related to work opportunities, higher wages, and advancement; and (5) 30% of the transfer students indicated that they had some problems transferring credits. These findings suggested that two-year colleges may have a limited window of opportunity to assist A.A.S. degree students in the transfer process if students make their plans known. (JMC)

ED 337 233

JC 910 478

Head, Ronald B.

Follow-Up Survey of PVCC Graduates of the Class of 1989-90. Research Report Number 6-91.

Piedmont Virginia Community Coll., Charlottesville, VA. Office of Institutional Research and Planning.

Pub Date—Oct 91

Note—92p.

Pub Type—Reports - Research (143)—Numerical/Quantitative Data (110)—Tests/Questionnaires (160)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Academic Achievement, *College Graduates, College Outcomes Assessment, *College Transfer Students, Community Colleges, *Education Work Relationship, Employment Patterns, Graduate Surveys, Job Satisfaction, *Outcomes of Education, *Participant Satisfaction, Questionnaires, Student Characteristics, Tables (Data), Two Year Colleges, *Two Year College Students, Vocational Followup

Since 1974, Piedmont Virginia Community College (PVCC) has conducted annual surveys of its graduates to obtain information on jobs, career satisfaction, salaries, transfer to other institutions, and the impact of PVCC on careers and further education. Findings from the survey of 1989-90 PVCC graduates, based on responses from 48.2% of the 224 students who graduated that year, included the following: (1) over 40% of the respondents were employed in full-time jobs related to their fields of study at PVCC, and most were either very satisfied (29.6%) or satisfied (63%) with their current jobs; (2) the mean annual salary earned by respondents was \$19,652; (3) most of the respondents believed that PVCC provided excellent (40.3%) or good (51.9%) academic preparation for jobs; (4) almost all respondents believed they were academically better (37.7%) or equally (54.5%) prepared in comparison with other new employees in the same career fields; (5) the average grade point average of respondents who were attending four-year colleges or universities was 2.883; (6) the majority of respondents who transferred to four-year institutions believed that PVCC provided excellent (33.3%) or good (61.9%) academic preparation for transfer; and (7) most PVCC graduates attending four-year institutions believed that the quality of instruction was equal to that received at PVCC. Extensive data tables, the questionnaire, cover letters, and selected respondent comments are provided. (JMC)

ED 337 234

JC 910 479

O'Heron, Paul. Ed.

Center Stage: A Platform for the Discussion of Teaching/Learning Ideas. Volume 1, Numbers 1-8, 1990-91.

Broom Community Coll., Binghamton, NY.

Pub Date—91

Note—59p.

Journal Cit—Center Stage; v1 n1-8 1990-91

Pub Type—Collected Works - Serials (022)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Classroom Techniques, *College Faculty, *College Instruction, Community Colleges, *Teacher Effectiveness, *Teaching Methods, Teaching Styles, Two Year Colleges

Designed to provide a forum for the presentation and discussion of effective teaching methods, ideas, and experiences of the faculty at Broom Community College (BCC) in New York, the first volume of "Center Stage" includes the following articles: (1) "Teaching Resources Center Update"; (2) "Self-Reflectiveness in Teaching"; (3) "New Faculty Orientation"; (4) "Faculty Rights and Responsibilities"; (5) "Paddleball at BCC"; (6) "Lecturing Well"; (7) "Moral Reasoning"; (8) the journal

entries of a new teacher; (9) "The Bio-Bargain," explaining an exam strategy based on individual, oral review of exam results for score improvement; (10) "Developing My Metaphor"; (11) "Eleven Commandments for Teachers"; (12) essays by seven faculty members on their personal testing philosophies; (13) "BCC's New Teaching Resources Center"; (14) "The Freshman Experience: BCC's College 101"; (15) "Teaching the Developmental Student"; (16) advice for faculty on "The First Day" (17) "The Bio-Phone," which suggests ways to encourage students to call their teachers; (18) "Tips to Adjunct Faculty"; (19) "Doing a Course Outline"; (20) excerpts from "147 Practical Tips for Teaching Professors"; (21) essays by students and faculty on what makes a good teacher; (22) essays by eleven faculty and staff on formal and informal student advising approaches and strategies; (23) excerpts from "Total Quality Management in the Classroom"; (24) essays by five professors on the one course each thinks students should have before graduation; (25) "Improving Teaching and Learning: BCC's Interrelated Activities"; (26) "The First Steps of Success"; (27) "The College Experience," a freshman seminar; (28) "The Skill of Teaching: A Bibliography"; and (29) "Summer Reading." (PAA)

ED 337 235 JC 910 481

Jones, Joan Jackson, Ronald

English Language Skills and Their Effect on U.S. History Course Success at Oxnard College. Oxnard Research Report #91-03.

Oxnard Coll., Calif.

Pub Date—21 Oct 91

Note—14p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Achievement, Community Colleges, Comparative Analysis, Grades (Scholastic), *Language Skills, Minimum Competencies, Prerequisites, *Reading Skills, Standardized Tests, Two Year Colleges, Two Year College Students, *United States History, *Writing Skills. In an effort to determine the relationship between English language/writing skills and academic performance in a college-level U.S. History course, a study was conducted of all students enrolled in freshman U.S. History at Oxnard College (California) in spring 1990. The study sample consisted of 112 students, whose scores on the English Subtest of the Assessment and Placement Services Exam for Community Colleges were recorded. In addition to comparing those students demonstrating college-level English/writing skills with those not demonstrating such skills, the sample was also sorted to identify those students who had successfully completed a college-level English course prior to enrolling in U.S. History. The proportion of students in this latter group who successfully completed U.S. History was computed, as was the proportion of students in the remainder of the sample who successfully completed the course. Study results included the following: (1) 46 of the 73 students (63%) who had tested below college-level English successfully completed U.S. History, while 21 of the 26 of the students (81%) who tested at college-level English successfully completed the course; (2) 76% of the students who took a college-level English course prior to enrolling in U.S. History successfully completed the course while 63% of students who had not taken a college-level English course completed the history course; and (3) none of the differences between the groups in the study were found to be statistically significant at the .05 level, suggesting that college-level English skills are not a prerequisite to successful completion of college-level U.S. History. (PAA)

ED 337 236 JC 910 483

Promoting Collaborative Programs in Postsecondary Occupational Education: Survey Summary. State Univ. of New York, Albany. Two Year Coll. Development Center.

Spons Agency—New York State Education Dept., Albany. Bureau of Postsecondary Grants Administration.

Pub Date—91

Note—11p.; Project supported by funds from the Carl D. Perkins Vocational Education Act.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Advanced Placement Programs, *Articulation (Education), *College Preparation, *College School Cooperation, Community Colleges, Cooperative Programs, High Schools, Needs Assessment, Program Descriptions, Sec-

ondary School Curriculum, State Surveys, Two Year Colleges, *Vocational Education Identifiers—*2 Plus 2 Tech Prep Associate Degrees, *New York

During 1990-91, the Two-Year College Development Center conducted a survey to identify formal collaborative efforts, particularly 2 + 2 Tech-Prep programs, currently operating among secondary institutions and two-year colleges in New York State. A questionnaire was mailed to 76 secondary and 65 postsecondary institutions, and 48 secondary and 44 postsecondary institutions responded. Study findings, based on an overall response rate of 65.4%, included the following: (1) 73% of the postsecondary respondents and 67% of the secondary respondents reported one or more collaborative agreements currently in operation; (2) 117 operational collaborative agreements were reported, and another 48 were reported in the planning stages, with a total of 302 programs included in these agreements; (3) the most frequently cited types of agreements were advanced placement (51.1%), articulated curricula (28.2%), and 2 + 2 Tech-Prep programs (10.8%); (4) technical fields accounted for 29.8% of the collaborative agreements, followed by the areas of Business, Secretarial, Office Technologies, and Accounting which together comprised 14.6% of the agreements; (5) student enrollments tended to be higher in academic subject collaborations than in occupational programs; (6) among the institutions reporting 2 + 2 Tech-Prep collaborations, the most frequently cited areas of needed assistance were for models of successful efforts and examples of effective procedures; and (7) ongoing working relationships between faculty, and strong support from top administration were the most frequently cited policies and practices facilitating collaborative agreements. Data on the characteristics of respondents' Tech-Prep programs are included. (PAA)

ED 337 237 JC 910 485

Winter, Gene M. Fadale, LaVerna M.

Outcomes Assessment in Postsecondary Occupational Programs: A Consortial Approach. Project Report.

Mid-Hudson Region Consortium of SUNY Community Coll. Academic Officers; State Univ. of New York, Albany. Two Year Coll. Development Center.

Spons Agency—New York State Education Dept., Albany. Bureau of Grants Administration.

Pub Date—Sep 91

Note—117p.; Project supported by funds from the Carl D. Perkins Vocational Education Act (VEA 152-91-1843).

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*College Outcomes Assessment, College Planning, Committees, Community Colleges, *Educational Assessment, Evaluation Criteria, Intercollegiate Cooperation, *Outcomes of Education, Questionnaires, Student Evaluation, Technical Education, Two Year Colleges, *Vocational Education

Identifiers—*New York

The Two-Year College Development Center, in cooperation with the New York State Education Department and seven community colleges in the Mid-Hudson Region of New York State conducted a 2-year project to determine the outcomes of selected occupational technical programs and feasible ways to measure them. The project operated as a consortium with academic officers from participating colleges comprising a steering committee. For each program area, a faculty team identified current local assessment efforts in the targeted areas at the seven campuses; determined their implications for comprehensive outcomes assessment; identified additional assessment needs in each area; designed initial strategies, including instruments and specific procedures, to fill existing gaps; and tested assessment designs through pilot applications. The technical programs/majors selected were Business Administration; Accounting; Computer Information Systems; Foods/Hospitality; Criminal Justice; Human Services; Engineering Technologies; Office Technologies; and Early Childhood. In addition, three teams, Math/Computational, Communication, and Social Science, addressed general academic skills and outcomes. This report presents the results of the project, including a summary of outcomes, and final team report for the nine technical and three academic skill areas addressed. For each, an introductory page identifies the team leader and

members, a summary of activities, a list of materials developed, and recommended assessment strategies, followed by sample materials. The survey instruments are attached. (JMC)

ED 337 238 JC 910 486

Fadale, LaVerna M. Winter, Gene M.

Serving Special Needs Populations in Postsecondary Occupational Education: A Synthesis of Program Approaches.

State Univ. of New York, Albany. Two Year Coll. Development Center.

Spons Agency—New York State Education Dept., Albany. Bureau of Grants Administration.

Pub Date—90

Note—28p.; Project supported by funds from the Carl D. Perkins Vocational Education Act.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adult Students, Ancillary School Services, Community Colleges, Educational Legislation, *Learning Disabilities, *Limited English Speaking, Models, *One Parent Family, Program Descriptions, *Special Needs Students, State Surveys, Two Year Colleges, *Vocational Education Identifiers—*New York

The Two-Year College Development Center undertook a project to identify two-year college programs in New York State that successfully serve one or more of the special needs populations targeted by the Carl D. Perkins Act. Four special needs populations were targeted for in-depth study: single parents/homemakers, learning disabled, limited English proficient, and adult students in need of training/retraining. Surveys were distributed to the chief academic officers at 62 State University of New York, City University of New York, and independent two-year colleges. Usable surveys were returned by 65.5% of the institutions, generating descriptions of 102 activities and programs. Four groups of 5 to 8 institutions each were selected as sites for in-depth study of the four special needs populations. During the next two years, 113 program staff members and 133 students/clientele participated in group interviews and completed questionnaires. Among the needs identified as common to all or most of the selected populations were the need to gain self-confidence, to acquire information about legal issues, and to set realistic goals. In addition, many program objectives and activities were identified as common across programming for all four populations. This report reviews specific program activities and objectives for each of the four special needs groups, presents a summary model program and flow-chart, provides recommendations, and lists detailed program and service strategies for each of the four groups. (PAA)

ED 337 239 JC 910 487

Winter, Gene M. Fadale, LaVerna M.

The Economic Impact of SUNY's Community Colleges on the State of New York. Spring 1991 Update.

State Univ. of New York, Albany. Two Year Coll. Development Center.

Pub Date—91

Note—38p.; For the original economic impact report, see ED 292 493.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Community Benefits, Community Colleges, *Economic Development, *Economic Factors, *Economic Impact, *Educational Economics, Educational Finance, Expenditures, Questionnaires, *School Community Relationship, State Surveys, Two Year Colleges Identifiers—*New York

In 1987, a study was conducted to estimate the economic impact of the State University of New York's (SUNY's) community colleges on their individual service areas, and, as a system, on the state as a whole. In light of changing economic conditions and fiscal trends, the study was replicated in 1991. The methodological model used in both studies examined three major expenditure components to estimate direct economic impact: college budgetary expenditures, employee expenditures, and student expenditures. Three levels of economic activity were calculated, and an economic multiplier was applied to estimate additional business volume generated from these direct expenditures. The model also included an estimate of the additional jobs created by the economic activity. Major study findings included the following: (1) the SUNY community colleges generated an economic impact on the state

that was 8.03 times the aid received from the state, and that accounted for the creation of 42,483 jobs; (2) the direct economic impact of SUNY's community colleges was calculated at \$966,028,478, resulting from \$299,951,611 in college expenditures; \$185,139,151 in student expenditures; and \$480,937,716 in employee expenditures; (3) with the application of the multiplier of 2.06, a total business volume or economic impact of \$1,990,018,664 was generated by expenditures of SUNY, its students, and employees; and (4) the ratio of total economic impact to total revenues from all sources (\$771,959,579) was 2.6 to 1. The survey instrument, a components chart of the economic impact model, and data tables are appended. (PAA)

ED 337 240 JC 910 488

Fadale, LaVerne M. Winter, Gene M.
Professional Development Dialogue and Information Meeting: Coordinators and Selected Administrators/Staff for Learning Disabled Students. Summary Proceedings (Albany, New York, May 29-30, 1991).

State Univ. of New York, Albany. Two Year Coll. Development Center.

Spons Agency—New York State Education Dept., Albany. Bureau of Grants Administration.

Pub Date—May 91

Note—33p; Project supported by funds from the Carl D. Perkins Vocational Education Act (VEA 152-91-1853).

Pub Type—Collected Works - Proceedings (021)

EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Community Colleges, Compliance (Legal), Educational Diagnosis, Educational Legislation, Learning Disabilities, Predictive Validity, Professional Development, School Law, Standardized Tests, Student Evaluation, Test Validity, Two Year Colleges.

In May 1991, a professional development conference was held for coordinators of services for learning disabled (LD) students in New York State two-year colleges. The purpose of the session was to provide an opportunity for information and dialogue targeted at the exchange of ideas and perspectives and the consideration of regional and local coordination. Three main themes served as the focus of the conference: (1) legislation/legal issues and implications for local college programs, including interpretation of recent legislation, regulations, management, and advocacy; waivers of required/standard courses and academic integrity; ability to benefit legislation and its implications; (2) diagnosis and transition, including diagnostic testing, evaluation and assessment activities that improve transition, and designation of secondary and postsecondary roles to facilitate transition; and (3) the use and validity of standardized tests with LD students, including limitations of standardized tests, reliability, validity, testing LD students, and social issues. Concurrent discussion groups addressed the specific topics within the major themes. Each group's facilitator also served as a resource by presenting information and responding to concerns. This report provides the conference agenda, participant lists, and summaries of discussions, information provided, and recommendations. A sample disabled student services tapping agreement and a fact sheet regarding family educational rights and the Privacy Act of 1974 are attached. (JMC)

PS

ED 337 241 PS 019 635

Child Labor Act of 1990. Hearing before the Subcommittee on Labor and Subcommittee on Children, Family, Drugs and Alcoholism of the Committee on Labor and Human Resources. United States Senate, One Hundred First Congress, Second Session on S. 2548 To Amend the Fair Labor Standards Act of 1938 To Increase Penalties for Employers Who Violate the Child Labor Provisions of Such Act.

Congress of the U.S., Washington, D.C. Senate Committee on Labor and Human Resources. Report No.—Senate-Hrg-101-932

Pub Date—8 May 90

Note—163p.

Available from—Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 552-070-09225-1, \$4.75).

Pub Type—Legal/Legislative/Regulatory Materi-

als (090)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Child Advocacy, Child Health, Child Labor, Children's Rights, Farm Labor, Fashion Industry, Hearings, Injuries, Labor Conditions, Labor Legislation, Occupational Safety and Health, Service Occupations.

Identifiers—Congress 101st, Proposed Legislation. On May 8, 1990, testimony concerning the Child Labor Act of 1990 was heard at a joint hearing of two U.S. Senate subcommittees. Opening statements by Senators Metzenbaum and Jeffords concerned: (1) the increase in child labor law violations since 1983; (2) the lack of increase in penalty fines since that time; (3) child death and injury during illegal work; and (4) the relationship between child labor and difficulty in school. Representatives of the business community were not present at the hearings, but records of the hearings were kept open for 10 days to receive business responses. A child worker, mother, and medical professional provided testimony about cases of child injury during illegal work. Representatives of several governmental agencies and private organizations also provided testimony. Represented were the National Consumers League, the Child Welfare League of America, and the AFL-CIO. The record also contained several items of testimony from a 1989 hearing in which the poor working conditions for home work in the women's apparel industry were described by the women workers. Prepared statements by the National Safe Workplace Institute and several other organizations are provided. (BC)

ED 337 242 PS 019 685

LeVine, Robert A. And Others.
Influences of Culture and Schooling on Mothers' Models of Infant Care.

Pub Date—18 Apr 91

Note—13p; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Seattle, WA, April 18-20, 1991).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Caregiver Speech, Cultural Differences, Cultural Influences, Educational Attainment, Ethnography, Foreign Countries, Infants, Mothers, Parent Attitudes, Parent Child Relationship, Speech Communication.

Identifiers—Baby Talk, Mexico. This study considered three hypotheses: (1) cultures differ in the extent to which they represent infants as capable of vocal communication; (2) mothers' models of infant communication are influenced by their experiences in school; and (3) mothers' models of infant communication affect maternal responsiveness during the first 6 months of the infant's life. The first hypothesis is confirmed by ethnographic reports that in some societies, infants are believed to be incapable of communication and are not engaged in conversation, while in other societies, interactive speech involving 6-month-olds is reported. The second and third hypotheses were confirmed by a study of Mexican mothers and infants. Mothers were surveyed about their beliefs concerning infant readiness for verbal communication, and mother interactions with their 5-month-old infants were observed in the home. In the survey, mothers who attended school longer gave younger estimates of the age at which infants recognize the maternal voice. Mothers who gave younger estimates were observed to respond to a larger proportion of infant babbles. Nine references are included. (BC)

ED 337 243 PS 019 702

Before and After School Child Care Policies and Procedures: Parent Handbook.

Adel-DeSoto Community School District, IA.

Pub Date—Jul 90

Note—12p.

Pub Type—Guides - Non-Classroom (055) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—After School Programs, Board of Education Policy, Elementary Education, Parent School Relationship, School Age Day Care, School Role.

Identifiers—Adel DeSoto Community School District IA.

This handbook for parents outlines policies and procedures of the Adel-Desoto Community School District Child Care Program, which provides child care in district elementary schools. Topics of discussion include: (1) goals; (2) parents' rights; (3) par-

ents' responsibilities; (4) children's rights; (5) children's non-sufficient fund policy; (6) fees and payment policy; (7) non-sufficient fund policy; (8) IRS statements; (9) enrollment information; (10) enrollment forms; (11) discontinuation of the service; (12) hours of operation; (13) full-day child care services; (14) closing time; (15) absences; (16) release of children; (17) scheduled and unscheduled dismissal policies; (18) school delays and closings; (19) distribution of medications; (20) emergency procedures; (21) insurance; (22) snacks; (23) discipline and termination of child care services; (24) parent involvement; and (25) communication. (SAK)

ED 337 244 PS 019 703

DiLalla, Lisabeth Fisher.

Longitudinal and Behavior Genetic Analyses of Inhibition from 14 to 36 Months: The MacArthur Longitudinal Twin Study.

Spons Agency—John D. and Catherine T. MacArthur Foundation, Chicago, IL.

Pub Date—Apr 91

Note—16p; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Seattle, WA, April 18-20, 1991).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Hereditry, Inhibition, Longitudinal Studies, Peer Relationship, Play, Shyness, Toddlers, Twins.

A study of Kagan's peer play situation for measuring heritable influences on children's behavioral inhibition (that is, shyness) drew its data from the large, multimethod, multivariate MacArthur Longitudinal Twin Study. The MacArthur study examined behavioral inhibition across four ages and two situations, looking for possible sex differences and the heritability of behavioral inhibition at each age. Subjects for the project were approximately 100 pairs of same-sex twins who were tested longitudinally at 14, 20, 24, and 36 months. At each age, children were placed in various situations: in the presence of a stranger, an intimidating object, or peers; and with or without their twin. Children's reactions, and the amount of time children spent near their mothers, were measured. Stability of behavioral inhibition was observed across ages in the same situations, and to a lesser extent across both situations and ages. No sex differences were found. Measurements of the peer play situation seemed to demonstrate an aspect of inhibition with a highly heritable component, especially among extremely inhibited children. (SAK)

ED 337 245 PS 019 704

Program Continuity: Elementary Education in Action.

Alberta Dept. of Education, Edmonton.

Pub Date—90

Note—75p.

Pub Type—Guides - Classroom - Teacher (052) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Administrators, Articulation (Education), Developmental Continuity, Elementary Education, Elementary School Students, Elementary School Teachers, Family School Relationship, Foreign Countries, Integrated Activities, Learning Activities, Learning Strategies, Parent Participation, Program Implementation, Student Evaluation.

Identifiers—Alberta

This material on educational program continuity is presented in a series of five booklets. Each booklet is prefaced with an overview of the contents and concludes with a listing of discussion topics. Booklet 1 provides an introductory discussion of continuity and integration. Appendixes list assumptions implicit in the continuity policy and developmental indicators for students of various educational levels. A 41-item bibliography is included. Booklet 2 looks at ways teachers can promote program continuity for students. A description of the first day of a new school year is followed by discussion of classroom environment, learning strategies, learning centers, and content organization. Booklet 3 explores ways administrators can promote continuity in schools. School organization, learning materials, instruction decisions, and action planning are considered. Booklet 4 examines ways to enhance mutual understanding among families, schools, parents, and teachers. Booklet 5 outlines approaches to evaluating students' growth. Observation, portfolios, checklists, diagnostic tools, achievement tests, teacher reports, and self-appraisal are discussed.

Appendix in booklets 2-4 present information relevant to the topics of the booklets. (BC)

ED 337 246 PS 019 716

DeStefano, Lianne. And Others

A Statewide Search for Exemplary Practices in Early Childhood Education in Illinois.

Pub Date—Apr 91

Note—20p; Paper presented at the Annual Conference of the American Educational Research Association (Chicago, IL, April 3-7, 1991).

Pub Type—Reports - Evaluative (142) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Case Studies, *Early Childhood Education, *Educational Practices, *Educational Quality, *Effective Schools Research, Evaluation Criteria, *Evaluation Methods, Program Effectiveness, Program Evaluation, State Departments of Education

Identifiers—Illinois, Illinois State Board of Education

This paper examined state and community programs for preschool-aged children in Illinois during a 1-year period in order to identify, describe, and publicize effective practices in early childhood education. Exemplars, rather than content-specific standards, were used for selection criteria. A qualitative, connoisseurship model of evaluation was used by teams of experts in early childhood education. The nine programs that were selected as finalists represented four practice areas: (1) staffing patterns; (2) service delivery; (3) family involvement; and (4) program design. It is concluded that the findings may move the state closer to an understanding of commonalities in programs for young children that exist across ability groupings, service providers, and geographic areas. The use of content experts in the planning, design, and conduct of the evaluation helped build credibility for the evaluation. Case study methodology was used successfully, and case study information will be used in the resource directory that will be made available to persons interested in implementing practices in other areas. It was found that local programs either did not have access to data concerning the effectiveness of their programs, or they lacked the skills, resources, and encouragement needed to evaluate their practices. (SH)

ED 337 247 PS 019 728

Apportionment for Prekindergarten Programs. Amendment to the Regulations of the Commissioner of Education, Part 151.

New York State Education Dept., Albany. Office of Parent Education, Student and Child Development and Community School Programs.

Pub Date—Dec 90

Note—7p.

Pub Type—Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Child Health, Definitions, Discipline, Educational Facilities, *Experimental Programs, Parent Participation, *Poverty, Preschool Children, *Preschool Education, *School Districts, School Safety, *State Aid, *State School District Relationship, Teacher Qualifications

Identifiers—New York, New York State Education Department

The purpose of Part 151 of the regulations of the New York Commissioner of Education is to carry out the legislative intent to provide financial assistance to school districts. This assistance is provided for the operation of experimental prekindergarten programs for children with educational needs associated with poverty. Section 2 of Part 151 defines the critical terms used in the regulations. Section 3 considers program variations, including activities in conjunction with a Community Schools Program, home-based programs, and joint federal Chapter 1 and state experimental programs. Section 4 outlines the procedure whereby a school district may apply for a grant. Section 5 discusses the approval of such applications by the Commissioner of Education and subsequent funding. Section 6 gives requirements for a child's participation in a prekindergarten program. Sections 7 through 10 list the requirements for prekindergarten programs relating to physical facilities, safety, and sanitation; provisions for children's health and nutrition; and staff qualifications. Section 11 describes program continuum requirements, including developmentally based curricula, minimum and maximum class sizes, and learning centers. Section 12 discusses limits on classroom discipline. Section 13 considers parent involvement

through advisory committees and other activities. (BC)

ED 337 248 PS 019 730

Harris, Irving B.

Child Development and the Cycle of Poverty.

Ounce of Prevention Fund.

Pub Date—25 Oct 90

Note—48p; Keynote Address to the American Academy of Child and Adolescent Psychiatry (October 25, 1990).

Pub Type—Speeches/Meeting Papers (150) - Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adolescents, *Early Parenthood, Economically Disadvantaged, *High Risk Students, *Parent Child Relationship, Parent Education, *Poverty, Poverty Programs, *Prevention Identifiers—*Ounce of Prevention Program, Project Head Start

The incidence of child abuse, child neglect, parental drug abuse, and other child-related problems is increasing rapidly. More children are coming to school at risk of failure. What can be done to prevent the cycle of poverty and poor education that results? Head Start is a good program, but even Head Start cannot help a third of its participants: the ones who arrive with disadvantages that are already too great. The Ounce of Prevention Program in the Chicago, Illinois area works with Head Start to help these children. The program prevents a certain degree of dysfunction by working with mothers as soon as possible after children are born. It is hard to fund the program, but the state and local businesses help, once they realize how cost-effective it is to raise healthy children. Ounce of Prevention programs try to keep teenage girls in school after they have babies; teach parenting skills to young parents; and staff medical clinics. Longitudinal studies show that Ounce of Prevention programs are working. But Head Start remains underfunded, and it is hard to give hope to the poorest of the poor, many of whom are the youngest parents. Changing the course of society's decline will require a massive change in direction in public policies relating to prevention. (SAK)

ED 337 249 PS 019 735

Lascaris, V. Celia

J. A. Comenius: Reflections in the New World.

Pub Date—24 Aug 90

Note—16p; Paper presented at the International Conference for the History of Education (12th, Prague, Czechoslovakia, August 24, 1990).

Pub Type—Information Analyses (070) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Curriculum Development, Developmental Stages, *Early Childhood Education, *Educational History, *Educational Policy, Educational Theories, Sensory Training, Student Centered Curriculum, Teaching Methods

Identifiers—*Comenius (Johann Amos), *Developmentally Appropriate Programs, National Association of Educators of Young Children

This paper presents an overview of the life and ideas of John Comenius (1592-1670) and compares practices advanced by the National Association for the Education of Young Children (NAEYC) with principles advocated by Comenius. Comenius' educational plans called for education to begin at birth and continue to adulthood. Education was divided into four levels: (1) birth to 6 years of age; (2) grammar school, from 6 to 12 years of age; (3) secondary school, from 12 to 18 years of age; and (4) university, from 18 to 24 years of age. Comenius proposed that the same subjects be taught in the different levels, but with varying degrees of difficulty adapted to learner development. He advocated universal education and saw education as a vehicle for social change and unity. He also provided mothers with guidance for teaching their children and applied the principle of using objects or pictures to teach. That the policies advocated by the NAEYC correspond closely with Comenius' principles is seen in NAEYC's early childhood education objectives and the organization's concepts of developmental appropriateness according to age and individual differences; sense training and learning by doing; learning through play; and a child-centered curriculum. (Author/SH)

ED 337 250 PS 019 778

Tollefson-Anderson, Linda

Preschoolers' Use, Understanding, and Explanation of the Number Conservation Principle.

Pub Date—24 Apr 87

Note—14p; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Baltimore, MD, April 23-26, 1987).

Pub Type—Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Cognitive Development, *Concept Formation, *Conservation (Concept), Developmental Stages, *Number Concepts, *Piagetian Theory, *Preschool Children, Preschool Education

Identifiers—*Numerosity Discrimination

This study tested 148 preschoolers between the ages of 48 and 72 months on a Piagetian number conservation task. Children's judgment accuracy, estimation, and response latency were measured. Children were also questioned about the number conservation principle. A four-step developmental sequence was hypothesized: (1) nonconservation; (2) correct judgment without adequate explanation; (3) correct judgment with adequate explanation after extra questioning; and (4) correct judgment and adequate explanation without probing. Some children fell into each of the four groups. Children who made correct judgments and provided adequate explanations only after additional questioning constituted 7 percent of the sample. These children were called "late explainers." Those who never gave adequate explanations, called "transitionals," constituted 16 percent. Half the transitionals and nonconservers were given a training session and were retested 2 weeks later. In the posttest, transitionals had no advantage over nonconservers, and students with training had no advantage over those who did not. Three references are included. (BC)

ED 337 251 PS 019 785

Denham, Susanne A. And Others

Preschoolers' Understanding of Challenging Peer Situations.

Pub Date—Apr 91

Note—46p; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Seattle, WA, April 18-20, 1991).

Pub Type—Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Aggression, Anger, *Interpersonal Competence, Peer Evaluation, *Preschool Children, Preschool Education, *Prosocial Behavior, *Social Adjustment, *Social Cognition, Social Development

Identifiers—Challenging Situations Task, *Emotions, Happiness, Sadness

This study explored preschoolers' social cognition about their affect and behavior in difficult peer situations. Children completed the Challenging Situations Task (CST), a pictorial forced-choice measure developed to examine preschoolers' affective and behavioral responses to three problematic peer situations. Children also completed a task designed to assess their understanding of emotional expressions and situations. Children's emotional displays were observed in the preschool; their likability was rated by peers; and their adjustment was rated by teachers by means of the Behar Problem Behavior Questionnaire. Results indicated that children's expressed emotions and understanding of emotions predicted their social cognition about developmentally important situations. Results also indicated that the quality of children's social cognitions about these situations predicted others' evaluations of their social competence in the preschool environment. A list of 34 references is included. An appendix describes the three CST scenarios. (BC)

ED 337 252 PS 019 787

Jarvis, Carolyn H. And Others

Project SAIL: The First Two Years, 1987-88 and 1988-89.

New York City Board of Education, Brooklyn, NY. Office of Research, Evaluation, and Assessment.

Pub Date—Mar 90

Note—44p; For 1987-88 Evaluation Section Report, see ED 313 173.

Pub Type—Reports - Descriptive (141) - Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Academic Achievement, Administrators, *Attendance, Elementary School Students, Interpersonal Competence, *Nongraded Instructional Grouping, Nontraditional Education, Parent Participation, Primary Education, Program Effectiveness, *School Based Management, *Student Improvement, Teacher Attitudes

Identifiers—*New York City Board of Education, *Project SAIL NY

This report describes and evaluates Project SAIL, a collaborative project of the United Federation of Teachers (UFT) and the New York City Board of Education. It is an ungraded primary unit for children from ages five through eight located at Public School 41, District 23 in Brooklyn. The project stresses school-based planning and shared decision-making, rather than centralized planning, in the public schools. At the end of the program's first year, over 80 percent of the teachers believed that students' achievement and attitudes toward school had improved. Children showed improvement in social skills as measured by a child behavior rating scale. A larger percentage of children had attendance rates greater than 90 percent in 1987-88 than in 1986-87. On the Metropolitan Achievement Test, kindergarten children scored above grade level in language, and first graders scored below grade level in reading. At the end of the second year, the percentage of second and third graders reading at or above grade level increased from 25 percent to 36 and 39 percent, respectively. In the 1988-89 school year, 54 percent of second graders and 68 percent of third graders scored at or above grade level on the citywide mathematics test, while only a third of the students had done so the previous year. Several recommendations for program improvement are offered, and a list of five references is included. (BC)

ED 337 253 PS 019 789

Denham, Susanne A. And Others.
Socialization of Emotion: Pathway to Preschoolers' Affect Regulation and Emotion Knowledge?
Pub Date—19 Apr 91

Note—20p; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Seattle, WA, April 18-20, 1991).

Pub Type—Reports—Research (143)—Speeches/Meetings Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Anger, *Emotional Development, Fear, *Interpersonal Competence, *Mothers, *Parent Child Relationship, Parent Role, Preschool Education, *Social Environment, Socialization, *Young Children

Identifiers—Happiness, Sadness

A study investigated the relationship among four possible mechanisms for children's socialization of emotion: (1) mothers are essentially modeling the expression of emotion; (2) mothers' emotions serve a coaching function; (3) the affective environment to which a child is exposed may impact general social-emotional competence; and (4) mothers' reactions to children's emotions may form an important foundation of children's social-emotional competence. Emotions of 48 mothers and children were assessed. Subjects were 23 boys and 25 girls, with a mean age of 44 months. The first measure was nonverbal, and the second, which was used a year after the first, was verbal. Reactions to peers' negative emotions were observed in preschool, and social competence in preschool was assessed by teachers and peers. Findings revealed that less angry mothers had children who were more balanced. Children who demonstrated greater comprehension of emotional situations were older, with less angry mothers. Children who experienced more happiness and tenderness at the time of the first measure found it easier to verbalize their emotions a year later. Children who were less neutral toward mothers and had less apprehensive mothers coped better with negative peer reactions. Socialization of emotion variables predicted most general indices of social-emotional development. (SAK)

ED 337 254 PS 019 800

Patterson, G. R. Yoerger, K.
A Model for General Parenting Skill Is Too Simple: Mediational Models Work Better.

Spons Agency—National Inst. of Mental Health (DHHS), Bethesda, MD. Antisocial and Violent Behavior Branch; National Inst. on Drug Abuse (DHEW/PHS), Rockville, MD.

Pub Date—Apr 91

Contract—NIDA-PHS-DA-07031; NIMH-PHS-MH-37940; NIMH-PHS-MH-46690

Note—18p; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Seattle, WA, April 18-20, 1991).

Pub Type—Reports—Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Achievement, *Adolescents, Comparative Analysis, Homework, *Mediation Theory, Models, *Parent Attitudes, *Parent

Child Relationship, *Parenting Skills

Identifiers—*Parenting Style

A study was designed to determine whether mediational models of parenting patterns account for significantly more variance in academic achievement than more general models. Two general models and two mediational models were considered. The first model identified five skills: (1) discipline; (2) monitoring; (3) family problem solving; (4) positive reinforcement; and (5) involvement. A series of studies developed multi-agent, multimethod indicators for these constructs. The multiple-factor model that was developed from these indicators provided significantly better fits to data than did a single-factor model. This first mediational model defined latent constructs based on teacher ratings of homework completion, parent reports on homework, the frequency with which homework was finished, and the child's seriousness about his homework. The model revealed a strong relation between positive parenting and academic achievement. The second mediational model, the coercion model, found noncompliance to be the core symptom for both child and adolescent antisocial behavior. A strong relation between inefficient parenting and the development of antisocial behavior was also discovered. These findings should encourage investigators to move beyond general models of parenting patterns toward mediational models. Included are 15 references and 4 charts. (SAK)

ED 337 255 PS 019 803

Linder, Ronald
Outline for Writing a Program for Construction of a Child Care Facility.

Pub Date—16 Mar 91

Note—12p; Paper presented at the Annual Meeting of the Southern Association on Children Under Six (Atlanta, GA, March 11-16, 1991).

Pub Type—Guides—Non-Classroom (055)—Speeches/Meetings Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Administrators, Building Design, *Building Plans, *Construction (Process), Cost Estimates, *Day Care Centers, Early Childhood Education, *Educational Facilities Planning, *Facility Guidelines, Personnel Needs, Space Classification, Space Utilization

This paper offers an outline for developing a program for designing and constructing a child care facility. The importance of the administrator's communication of specific plans to the architect in order to save time and money is emphasized. It is suggested that local child care licensing agencies be contacted for information about zoning regulations before the plan is developed. Sections of the outline concern: (1) community and site plans; (2) general functions and needs of the facility; (3) the statement of the facility's educational philosophy; (4) criteria for establishing square footage; (5) general building considerations; (6) staffing patterns; (7) the relationship of spaces to each other; (8) detailed description of space; (9) a list of furnishings; (10) playgrounds and other outdoor spaces; and (11) estimated opening costs. Details and examples are provided. It is recommended that the building plans be checked closely before one goes to a builder. A bibliography of six references is appended. (GLR)

ED 337 256 PS 019 806

What States Can Do To Secure a Skilled and Stable Child Care Work Force: Strategies To Use the New Federal Funds for Child Care Quality.

Child Care Employee Project, Oakland, CA. Spons Agency—Carnegie Corp. of New York, N.Y.; Ford Foundation, New York, N.Y.

Pub Date—91

Note—21p.

Available from—Child Care Employee Project, 6536 Telegraph Avenue, A-201, Oakland, CA 94609 (\$5.00; Discount on 3 or more copies).

Pub Type—Guides—Non-Classroom (055)—Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Block Grants, *Child Caregivers, *Day Care Centers, Early Childhood Education, *Federal Aid, School Community Relationship, *Statewide Planning, Teacher Education, Teacher Salaries, Teacher Student Ratio

Identifiers—*Child Care and Development Block Grant

This document, which is designed to help states take advantage of the Child Care and Development Block Grant, explains measures states can take to

meet the requirements of the grant. General recommendations for use of the portion of block grant funds relating to quality involve increases in child care teacher salaries; increases in the proportion of teaching staff with formal education and specialized training in early childhood education; adoption of state and federal standards for adult-child ratios; staff training; education and compensation; development of industry standards for the adult work environment; and promotion of public education about the importance of adequately trained and compensated teaching staff. These recommendations are spelled out, and concrete examples are provided, in the following sections of the text: (1) an introduction, which discusses ways to look at the legislation flexibly and articulate long-term visions; (2) a review of legislative and budgetary strategies; (3) a discussion of training initiatives linked to compensation and financial assistance; (4) a list of resources; (5) a discussion of issues relating to data collection; (6) a review of issues for states to consider as they develop their plans to improve compensation and access to training; and (7) a discussion of ways in which the Child Care Employee Project can help states use block grant funds. (SAK)

ED 337 257 PS 019 815

Kinoshita, Yoshiko
Determinants of Strategy Choices in Deciding an Order of Preference for a Group.

Pub Date—Apr 91

Note—12p; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Seattle, WA, April 18-20, 1991).

Pub Type—Reports—Research (143)—Speeches/Meetings Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*College Students, *Decision Making, Elementary Education, *Elementary School Students, Foreign Countries, Higher Education, *Serial Ordering

Identifiers—Preference Patterns, *Preference Ranking, *Strategy Choice

In the first of two studies, fifth and eighth graders and undergraduates were shown the patterns of three hypothetical group members' preferences regarding three alternatives. The hypothetical groups members' preferences were ranked first, second, third (Group O); or desirable, neutral, undesirable (Group PN). The subjects' task was to use the three group members' preference order to decide a preference order for the group. Four strategies of decision making emerged: (1) concession-oriented; (2) minority-oriented majority rule; (3) majority rule; and (4) limited majority rule. Results indicated that undergraduates and eighth graders used all four strategies, while fifth graders concentrated on limited majority rule. Undergraduates and eighth graders used the concession-oriented strategy more often with the PN than the O group. In the second study, the four strategies were explained to fifth graders and undergraduates before these students made their decisions. A new hypothetical group, Group PP, whose rankings were very desirable, fairly desirable, and neutral, was added. Undergraduates used the concession-oriented strategy more often with the PN group than with the O or PP groups, and more often with more important than with less important issues. Fifth graders showed no difference in strategy use for less or more important issues. (BC)

ED 337 258 PS 019 816

Summary of the Public Hearings on the Federal Child Care and Development Block Grant.

California State Dept. of Education, Sacramento. Div. of Child Development.

Pub Date—13 May 91

Note—12p; Child Development Programs Advisory Committee Summary of California Public Hearings (Sacramento, CA, April 3, 1991 and Los Angeles, CA, April 16, 1991). Cover title varies. Pub Type—Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—At Risk Persons, Block Grants, *Day Care, Day Care Centers, *Early Childhood Education, Early Parenthood, *Educational Quality, Exceptional Persons, Federal Aid, *Federal State Relationship, Multicultural Education, Multilingualism, Parent Education, *Program Implementation, School Age Day Care, Special Education, Staff Development, Young Children

Identifiers—California State Department of Education, *Child Care and Development Block Grant Two public hearings on the implementation of the

federal Child Care and Development Block Grant in California are summarized. Over 200 testimonies were either received by the state's Child Development Programs Advisory Committee or presented during the hearings. In spite of the diverse demographic representation, the variety of viewpoints and service needs, and the broad range of program providers represented at the hearings, there was a general commonality of concerns, complaints, desires, and suggestions regarding the future of California's child care and the role of federal funds. There were several recurring themes in comments concerning both the direct service and quality care provisions in the federal legislation. Recurrent direct service issues concerned: (1) the lead agency; (2) local planning; (3) service expansion; (4) infant care; (5) school-age care; (6) early childhood education programs; (7) children with exceptional needs; (8) abused, neglected, or at-risk children; (9) teen parents; (10) parental choice and alternative payment programs; (11) multilingual and multicultural programs; (12) geographic equity; (13) ties to quality; and (14) ties to Title IV-A funding. Recurrent issues regarding quality of care concerned staff training and development; staff salaries and benefits; maintenance of quality standards in subsidized programs; resource and referral augmentation; and parent education and training. Plans for future hearings on California's state plan are discussed. (GLR)

ED 337 259 PS 019 817

Ekroade, Ginger. And Others

An Analysis of the Long-Term Effect of the Extended Elementary Education Prekindergarten Program.

Maryland State Dept. of Education, Baltimore. Pub Date—Apr 91

Note—26p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991). Pub Type—Speeches/Meeting Papers (150)—Reports—Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Academic Achievement, *Economically Disadvantaged, Elementary Education, Family Characteristics, *High Risk Students, Longitudinal Studies, Mathematics Achievement, Outcomes of Education, *Preschool Education, *Program Effectiveness, *Public Schools, Reading Achievement, Role of Education, Young Children

Identifiers—Maryland State Department of Education

The Maryland State Department of Education undertook a longitudinal study of the Extended Elementary Education Prekindergarten Program (which covers prekindergarten through grade 3) in order to examine the school performance of program participants and a comparable nonpreschool group. The study: (1) investigated effects of prekindergarten on participants' school performance; (2) determined whether prekindergarten participation improved economically disadvantaged children's performance to a level comparable to that of children from a variety of socioeconomic backgrounds; and (3) looked for sustained positive effects. Subjects were 356 prekindergarten graduates and 305 nonprekindergarten students. Demographic data about students' family life and preschool experiences was collected, and prekindergarten participation was assessed by means of four outcome measures of school progress and academic achievement. Results showed prekindergarten participants less likely to be classified as at risk, assigned to special education classes, or retained. They also scored better on mathematics portions of the California Achievement Test (CAT) in grades 3, 5, and 8. However, their reading gains diminished by the middle grades. While a comparison of grade equivalent scores showed prekindergarten graduates to perform as well as average children from all socioeconomic backgrounds, CAT scores showed them losing ground in later grades. Thus, gains did not seem to hold over time. (SAK)

ED 337 260 PS 019 818

Renshaw, Peter D. Brown, Peter J.

Loneliness in Middle Childhood: Concurrent and Longitudinal Predictors.

Pub Date—Apr 91

Note—20p.; An earlier version of this paper was presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Attribution Theory, Elementary Education, *Elementary School Students, Foreign Countries, *Friendship, Interpersonal Competence, *Loneliness, Longitudinal Studies, *Peer Acceptance, *Social Behavior, Withdrawal (Psychology)

Identifiers—Australia (Perth)

This study investigated the relation of loneliness in middle childhood to behavioral, sociometric, and attributional measures of social functioning. Data for 128 third-through sixth-graders were collected on three occasions during a 1-year span. Teachers completed a rating scale assessing students' social behavior. Children's peer acceptance was assessed using a sociometric rating scale; causal attributions for social rebuke were collected from each child using vignettes; and children's loneliness was assessed using the adapted Asher et al. (1984) loneliness measure. Results indicated that concurrent loneliness was related to withdrawn social behavior, poor peer acceptance, few or no friendships, and an internal-stable attributional style. After prior loneliness was controlled for, no other measures of social functioning predicted loneliness at 10 weeks, but sociometric and attributional measures predicted loneliness at 40 weeks. Loneliness also predicted changes in later social functioning. Analyses indicated that children without friends were lonelier than children with friends, and as time passed, friendless children became more lonely. Findings suggest that loneliness in middle childhood is a stable phenomenon. A list of 31 references is included. (BC)

ED 337 261 PS 019 821

Copeland, Tom

A Child Care WORKS Profile of Child Care in the Seven County Metropolitan Area, 1991.

Child Care WORKS, Minneapolis, MN.

Spons Agency—McKnight Foundation, Minneapolis, MN.

Pub Date—Mar 91

Note—18p.

Available from—Child Care WORKS, 1628 Elliot Avenue South, Suite 306, Minneapolis, MN 55404.

Pub Type—Numerical/Quantitative Data (110)—Reports—Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Costs, *Day Care, Day Care Centers, *Demography, Educational Quality, Elementary Education, Family Day Care, Financial Support, Full Day Half Day Schedules, *Metropolitan Areas, *Population Trends, Preschool Education, Salary Wage Differentials, Tables (Data) Identifiers—*Child Care WORKS MN, Demographic Projections, Licensed Programs, Minnesota, Project Head Start

This report provides a profile of child care in the seven county metropolitan area in Minnesota. Child Care WORKS is a statewide coalition of over 150 organizations that develops and promotes a state child care agenda. This report provides statistical data on child care from 1980 to 1990, and projections through the year 2000. A brief outline of the report's highlights is followed by discussion of six issues: (1) population and its effect on the demand for child care; (2) the licensed capacity of child care programs in 1990; (3) the average weekly cost of child care in 1990; (4) average staff wages and turnover; (5) child care financial assistance, 1989-1990; and (6) the quality of child care in 1990. For each of these issues, a chart presenting data, a commentary, and the source of data are provided. Appended is data for each of the seven counties concerning population and the demand for child care from 1980 to 2000; the supply of child care in 1990; and financial assistance for fiscal year 1990. (GLR)

ED 337 262 PS 019 822

Family Child Care Providers: Organizing for Advocacy.

Children's Foundation, Washington, D.C.

Pub Date—Jun 86

Note—7p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Advocacy, *Change Strategies, *Child Caregivers, Committees, Early Childhood Education, *Family Day Care, *Organizations (Groups), *Social Action Identifiers—*Action Plans

Designed for family child care providers, this report offers information and guidelines for the action planning involved in organizing for advocacy. Dis-

cussion covers issue campaigns, reasons to organize, considerations involved in determining and promoting issues, and strategy development. It is recommended that providers focus on a particular concern or aspect of an issue when they are planning for action. The report offers five reasons for organization: (1) when individuals are organized, they become more united and thus have a more powerful voice; (2) home-based providers are a separate constituency and must organize among themselves; (3) information, votes, people, and organization can be used effectively to initiate change; (4) action to challenge and dismantle the barriers of inappropriate policies must be taken; and (5) organization channels energy and grievances into activities that lead to improvements and increase people's ability to impact decisions affecting their lives. Five primary considerations involved in developing a strategy are included. These concern goals, organizational considerations, allies and adversaries, targets, and tactics. General guidelines for action planning are discussed at the end of the report. A strategy chart is appended. (GLR)

ED 337 263 PS 019 824

Eshorg, Patricia K. Reiss, David

The Family's Construction of Past Stressors: Clues in the Measurement of Family Stories.

Spons Agency—National Inst. of Mental Health (DHHS), Rockville, MD.

Pub Date—Nov 90

Contract—NIMH-NRS-1-F-31-MH-09793

Note—25p.; Paper presented at the Annual Conference of the National Council on Family Relations (52nd, Seattle, WA, November 9-14, 1990).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Family Attitudes, *Family Life, *Family Relationship, *Group Behavior, Group Experience, *Interviews, Measurement Techniques, Nuclear Family, Research Methodology, *Story Telling, *Stress Variables

Identifiers—Family Crises, *Interviewer Effects

This study investigated the ways in which families operate as a unit while presenting a story to an interviewer, and the ways in which they interface with the outside world, as represented by the interviewer. A description of the study is preceded by an overview of relevant literature, including studies that concerned microsocial analyses, shared family constructs, family stories, and research interviewing. The design of the study involved four steps. First, two stories about stressful family events were elicited from 44 families. The family as a group described to an interviewer how it reacted to the events. Second, a theory of family regulation as manifested through the storytelling process was constructed. Third, descriptors for evaluating family interaction were chosen. These included family communication, boundary maintenance, cohesiveness, vitality, flexibility, and humor. Fourth, a coding protocol for assessing levels of behavior, meaning, and memory in the storytelling process was developed. Dimensions coded included: (1) the family's self-presentation; (2) the family's relations with the outside world; (3) intrafamily connectedness; (4) story structure; and (5) family affirmation and closure. Family continuity was also assessed. At the time of presentation of this paper, preliminary data analyses were still proceeding. A reference list of 27 items is included. (BC)

ED 337 264 PS 019 827

Get Ready, Get Set, Parent's Role: Parent Booklet.

Indiana State Dept. of Education, Indianapolis.

Pub Date—Mar 90

Note—33p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Elementary Secondary Education, Family Environment, *Family School Relationship, Home Study, *Learning Activities, Parent Attitudes, Parent Participation, *Parent Role, *Parents as Teachers, *Parent Student Relationship, *Reading Aloud to Others, Student Improvement, Study Habits

Identifiers—*Learning Environment

This handbook for parents stresses the ways in which children benefit when the responsibility for education is shared by the school and the home. The first section of the handbook proposes that parents' attitudes and their relationship with their children may be the most influential factors in children's success in school. It further proposes that the home

setting should be a learning environment that helps children develop good study habits. The second section encourages parents to model active learning by reading aloud to their children. Several children's books at various reading levels, 24 children's magazines, and 6 resources on parent involvement, are suggested. The third section discusses practical activities that can be done at home or in other family settings to help children succeed in school. An extensive list of such activities is provided. (BC)

ED 337 265 PS 019 829

Morse, Ann. Stetsel, Sheri.
Child Care: A Summary and Analysis of New Federal Programs and Tax Credits. 101st Congress in Review. State-Federal Issue Brief Vol. 3, No. 8.

National Conference of State Legislatures, Denver, CO.

Report No.—ISBN-1-5516-889-2

Pub Date—Dec 90

Note—21p.

Available from—National Conference of State Legislatures Book Order Department, 1050 17th Street, Suite 2100, Denver, CO 80265.

Pub Type—Legal/Legislative/Regulatory Materials (090)—Numerical/Quantitative Data (110) EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Block Grants, Child Health, *Day Care, Early Childhood Education, *Federal Aid, Federal Legislation, *Federal Programs, Low Income Groups, *Tax Credits

Identifiers—Child Care and Development Block Grant, Child Care Services Entitlement

This issue brief analyzes the two new child care grant programs that were established during the 101st Congress. It also analyzes the new and expanded tax credits created to assist low-income families with children. The provisions of the Child Care and Development Block Grant (CCDBG) and the Child Care Services Entitlement concern: (1) eligibility of families and child care providers; (2) requirements that states must meet in order to receive funds; (3) requirements for reporting by states; and (4) availability of federal funds to states. Changes in federal law concerning the Earned Income Tax Credit concern an increase in credit, a supplemental tax credit for newborns, and a health care tax credit. Related children's programs and services affected by 1990 legislation include: (1) Head Start; (2) Medicaid; (3) Coordinated Services for Children, Youth, and Families; (4) increased funding for health services for homeless children through the Stewart B. McKinney Homeless Assistance reauthorization; and (5) the Education and Handicapped Act. Appendixes include the annual allocation of block grants possible for each state in 1991, 1992, and 1993; a list of spending for block grants by state; and tables describing child care and the Earned Income Tax Credit. A list of eight references is included. (BC)

ED 337 266 PS 019 835

McAfee, Oralie

Prekindergarten Curriculum: Implications for State Policy. Policy Issues. Appalachia Educational Lab., Charleston, WV. Policy and Planning Center.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—Jul 89

Contract—400-86-0001

Note—55p.

Pub Type—Information Analyses (070)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Educational Needs, *Government Role, *High Risk Students, *Preschool Education, Program Effectiveness, *Public Schools, *State Government, State Programs

Identifiers—*Policy Makers

In their efforts to help children overcome the deleterious influences of such social problems as illiteracy, dropping out, school failure, and poverty, policymakers are turning to early childhood educators. Studies have shown that children in high quality preschool programs exceed expectations in school and society. States and the private sector play an important role in helping low-income families' children participate at the same rate as children from high-income families. Publications for policymakers agree that services for at-risk children should be increased; federal, state, private, and community agencies should collaborate to extend resources; and high quality programs and parent involvement are necessary for success. In regards to curriculum, there is much debate over developmen-

tal as opposed to academic programs. Most publications recommend developmental programs, but no one approach is best for all children. State involvement in prekindergarten programs can cover four options: (1) designate a statewide curriculum; (2) give general guidance or guidelines; (3) encourage local program options with strong staff development and technical assistance; or (4) allow local and program options that do not receive additional assistance. Regardless of the type of program, appropriate curriculum development must be a high priority for state policy and action if the program is to succeed. (SAK)

ED 337 267 PS 019 838

Kallipouska, Mirja. Ed.

Children and Family Structures: Child and Different Relationships of Recent Family Types. Proceedings from the Fennu Hungarian Conference on Recent Family Types (Lahti, Finland, July 5-7, 1989).

Helsinki Univ., Lahti (Finland). Lahti Research and Training Centre.

Report No.—ISBN-951-45-5741-7

Pub Date—89

Note—260p.

Available from—Helsinki University, Lahti Research and Training Centre, Kirkkokatu 16, SF-15140 Lahti, Finland (\$30.00, plus shipping).

Pub Type—Collected Works - Proceedings (021)—Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adolescents, Athletics, *Child Development, Children, Elementary Secondary Education, *Family Environment, Family Influence, *Family Structure, Foreign Countries, Language Acquisition, *Parent Attitudes, *Parent Child Relationship, Preschool Education, Role Models, Social Adjustment

Identifiers—*Finland, *Hungary

This publication reports the proceedings of the Fennu-Hungarian Conference on Recent Family Types, which was held in Lahti, Finland, in July, 1989. The purpose of the conference was to discuss the effect of changing social conditions on the family, family types, and home education in Hungary and Finland. A series of papers was presented. Topics addressed included: (1) parental models in the life of secondary students; (2) family cohesion and adaptability; (3) relationships between parents and children; (4) development of language skills; (5) family structure; (6) the effect of social status on role behavior in families; (7) children and families engaged in sports; (8) the family as an institution of socialization; (9) the effect of family variables on the mental development of prematurely born children; (10) social participation among elderly adults; (11) adolescents' views about the family; (12) research on pregnancy, childbirth, and the mother's experiences after giving birth; and (13) role conflicts in professional families. Most of the papers are reports of research results, and many include reference lists. (BC)

ED 337 268 PS 019 839

Peterson, Karen L.

Ecological Analysis of Early Childhood Settings: Implications for Mainstreaming.

Pub Date—91

Note—17p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Classroom Observation Techniques, Cognitive Ability, Developmental Disabilities, Early Childhood Education, Interpersonal Competence, *Mainstreaming, *Minimum Competencies, *Preschool Children, Psychomotor Skills, Student Characteristics, *Student Placement, *Test Use

Identifiers—Rural Area Model Preschool Project WA

In an effort to help developmentally delayed or disabled children succeed in an integrated or regular early childhood classroom setting, the Rural Area Model Preschool Project staff developed an ecological inventory to identify the behaviors and skills expected of preschoolers in classroom settings. The inventory was used for 2 months in eight classroom settings. In regards to cognitive competence, teachers expected children to recognize their names, body parts, peers, and classroom locations and activities. For executive competence (the ability to make decisions about classroom interaction and activities), teachers expected children to have the ability to find unoccupied chairs or mats and wash

hands. Instrumental competence (the ability to use tools and materials appropriately), involved expectations for using spoons, crayons, and brushes; putting on clothing; throwing away trash; and so forth. For social competence (communicating, feeling, expressing, dealing with conflict, and cooperating), the most frequent expectation was that children would ask for something they wanted and could not get for themselves. It is concluded that the inventory may provide important information for those making decisions about placing children in a preschool setting or those who wish to predict or bring about a child's success in a group setting. Ten references and a copy of the inventory are appended. (SAK)

ED 337 269 PS 019 842

Harold, Rena D. And Others

Parents Hold a Key to "The Land of Opportunity." Pub Date—Apr 91

Note—14p. Paper presented at the Biennial Meeting of the Society for Research in Child Development (Seattle, WA, April 18-20, 1991).

Pub Type—Reports - Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Athletics, *Beliefs, Childhood Interests, Elementary Education, Elementary School Students, Fathers, Mothers, *Music, *Opportunities, *Parent Influence, *Sex Stereotypes

This study examined the factors that influence parents' provision of opportunity for their children. In particular, it focused on the roles of the sex of the parent and the child in the provision of opportunities in two sex-stereotyped domains, sports and music. Data were collected from about 500 mothers and 300 fathers of second, third, and fifth graders. Items assessing parents' beliefs about their child and themselves that were relevant to a particular domain were factor analyzed. Parents indicated the extent of: (1) the child's involvement; (2) the parent and child's involvement together; and (3) parents' encouragement in the areas of sports and music. The results indicate that both sex of parent and sex of child influence parental provision of opportunities. The Eccles and others (1983) model of parental influence was supported in that the effects of child sex, in particular, and parent sex, to some degree, were mediated by the parents' perceptions of the child. Implications for further research are stated. A figure outlines Eccles' and others' influence model. Two figures concerning other models and three references are also appended. (Author/GLR)

ED 337 270 PS 019 844

Funk, Patricia E.

Nebraska Preschool Child Care: 1990. A Survey of Parents on Access to Quality Child Care. Nebraska Univ., Omaha. Center for Public Affairs Research.

Pub Date—Oct 90

Note—83p.

Available from—Center for Public Affairs Research, University of Nebraska at Omaha, Peter Kiewit Conference Center, Omaha, NE 68182 (\$8.00).

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Child Caregivers, Comparative Analysis, *Day Care, Day Care Centers, *Educational Quality, Family Day Care, Infants, Parent Role, *Preschool Education, *Public Policy, Questionnaires, Selection, Young Children

Identifiers—Access to Facilities, *Nebraska

This document provides an update and expanded information on a 1988 survey of Nebraska child care arrangements that was conducted by the Center for Public Affairs Research at the University of Omaha. An introduction covers purpose and methodology. A section on Nebraska's caregivers addresses Nebraska and U.S. preschool child care rates; characteristics related to the use of preschool child care in Nebraska; classification of Nebraska child care arrangements; comparison of Nebraska Child Care Patterns in 1988 and 1990; and comparative features of child care arrangements. Topics in the section on parents' choices of child care arrangements include characteristics related to type of child care used and the process of choosing among child care options. The section on access to quality child care concerns availability of child care providers; affordability of child care arrangements; and the quality of child care arrangements. The section on Nebraska child care policy discusses policy objectives; increased availability of child care; decreased cost of child care; improved quality of child care;

and priorities for the future. Ten references, and appendices on the survey design, methodology, and questionnaire, and the Nebraska Preschool Child Care Policy Workshop, conclude the document. (SAK)

ED 337 271 PS 019 846

Keller, Monika Edelstein, Wolfgang
The Development of Moral Responsibility in Friendship.

Max-Planck-Inst. for Human Development and Education, Berlin (Germany).

Pub Date—Apr 91

Note—17p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Seattle, WA, April 18-20, 1991).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Adolescents, Age Differences, *Children, *Friendship, Longitudinal Studies, *Moral Development, *Moral Values, Prosocial Behavior, Value Judgment

Identifiers—*Moral Reasoning, *Promises

In this study, reasoning about moral responsibilities in friendships on the part of 97 subjects was assessed at the ages of 7, 9, 12, and 15 years. Assessment was undertaken of: (1) general reasoning about the moral obligation of promise keeping; (2) general reasoning about responsibilities in friendship; and (3) situation-specific reasoning about promise keeping and close friendship in a conflict between best friends involving promise keeping. Interview data were collected and analyzed. Results indicated that knowledge about promise keeping develops before a general understanding of closeness in friendship. Promise keeping is used as both a practical and a moral reason in decision making from an early age. Friendship is used as a practical reason from an early age, while its use as a moral reason develops later. There was a marked developmental trend towards establishing consistency between moral judgment and action choice, which peaked at age 15. A list of 15 references is included. (BC)

ED 337 272 PS 019 847

Leung, Jupian J.
Music, Physical Education, and Reading: Adults' Expectations for Young Children.

Pub Date—Apr 91

Note—24p.; An earlier version of this paper was presented at the Annual Conference of the American Educational Research Association (Chicago, IL, April 3-7, 1991).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Achievement, *College Students, *Education Majors, Grades (Scholastic), Higher Education, Mathematics Education, Music Education, Physical Education, Primary Education, Reading Achievement, *Sex Differences, Social Studies, Student Interests, *Teacher Expectations of Students

Identifiers—*Parent Expectations

This study examined the possibilities that young children's gender elicits differential academic expectations from aspiring teachers, and aspiring teachers' gender and (socioeconomic) SES affect their academic expectations for young children. A questionnaire asked 103 university students majoring in education: (1) how difficult and how interesting they expected the school subjects of math, music, physical education, reading, and social studies to be for a child entering first grade; (2) how hard they expected the child would have to work at each school subject; and (3) what school marks they expected the child would receive in each subject on the first report card. For half the participants, the child was male; for half the child was female. Information on participants' SES was also obtained. Results indicated that participants expected boys to have greater interest in physical education than girls, and girls to have greater interest in music and higher marks in reading than boys. Female participants expected young children to work less hard in music than did male participants. A list of 20 references is included. (Author/BC)

ED 337 273 PS 019 848

Leung, Jupian J.
Aspiring Parents' and Teachers' Academic Expectations for Young Children: Effects of Adults' Experiential Variables.

Pub Date—Apr 91

RIE FEB 1992

Note—23p.; An earlier version of the paper was presented at the Annual Conference of the American Educational Research Association (Chicago, IL, April 3-7, 1991).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Achievement, *College Students, *Difficulty Level, *Educational Experience, *Education Majors, Grade 1, Grades (Scholastic), Higher Education, Primary Education, *Teacher Expectations of Students

Identifiers—Academic Interest Measures, *Parent Expectations, Retrospective Studies (Psychology)

This study examined the possibility that aspiring parents' and teachers' recalled experience with elementary school subjects affects their academic expectations for young children. The recalled experience of 103 university students majoring in education was measured by questions that asked: (1) how difficult and interesting each subject was for them; (2) how hard they had to work at each subject; (3) how high their marks were in each subject; and (4) how well they could assist young children in each subject. Academic expectations were measured by questions that asked the students: (1) how difficult and interesting they expected each subject to be for a child entering first grade; (2) how hard they expected the child would have to work at each subject; and (3) what school marks they expected the child would receive in each subject. Results indicated that the greater the participants' recalled difficulty with a subject and the harder they had to work in that subject, the more difficult they expected the subject to be for the child and the harder they expected the child to have to work. The higher the participants' recalled interest in a subject and the more they believed they could help the child, the higher the school mark they expected of the child. A list of 17 references is included. (Author/BC)

ED 337 274 PS 019 850

Rosenberg, B. G. Hyde, Janet S.
The Only Child: Is There Only One Kind of Only?

Pub Date—Apr 91

Note—12p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Seattle, WA, April 18-20, 1991).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, *Adjustment (to Environment), Age Groups, *Emotional Development, *Family Characteristics, Family Influence, Females, Individual Characteristics, Intelligence, Longitudinal Studies, One Parent Family, Parent Role, *Personality Traits, *Research Problems

Identifiers—Life Span, *Only Children

This paper describes a study that examined the possibility that there is more than one category of only children. The study attempted to resolve inconsistencies in previous research outcomes with only children. The study involved data from female only children who were assessed longitudinally from early adolescence to late middle age on the 73-item California Q-sort of Personality Characteristics of only children. Factor analyses provided no evidence for a single homogeneous category. It was concluded that the only child category, although typically treated as homogeneous, is, in fact, heterogeneous. Three distinct types of female only children emerged: (1) normal, well-adjusted; (2) impulsive, acting out; and (3) first-bornish. It was shown that these types remain consistent over the life span from junior high school to late middle age. Each of the types is discussed in relation to previous research. A table showing results of the inverse factor analyses and a list of 23 references are appended. (GLR)

ED 337 275 PS 019 851

Elkind, David, Ed.
Perspectives on Early Childhood Education: Growing with Young Children toward the 21st Century. NEA Early Childhood Education Series.

National Education Association, Washington, D.C. Report No.—ISBN-0-8106-0351-9

Pub Date—91

Note—254p. Available from—NEA Professional Library, P.O. Box 509, West Haven, CT 06516 (\$19.95, Stock No. 0351-9-00).

Pub Type—Collected Works - General (020)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Art Education, At Risk Persons, Child Health, *Childhood Needs, Day Care, *Early Childhood Education, *Educational Improvement, *Educational Needs, *Educational Planning, Educational Trends, Family (Sociological Unit), Health Education, Literacy Education, Mathematics Education, Migrant Children, Parent Participation, Physical Education, Professional Associations, Public Schools, *School Role, Science Education, Social Studies, Teacher Education

The introductory chapter in this book provides a historical overview of the family and schools in the modern, modern, and postmodern eras in the United States. The introduction also reviews the contributions of several important figures in early childhood education and suggests that the battle in early childhood education in the postmodern world will be between the need to be economically competitive and humanitarian needs. The other 24 chapters in the book address this issue, and reiterate the underlying theme that the social need for adequate funding, training, and staffing for early childhood education must be given high priority by government and industry. Specific topics include: (1) physical and health education; (2) counseling; (3) teacher education; (4) family education and family support; (5) school readiness; (6) literacy education; (7) art education; (8) the national education goals; (9) migrant children; (10) child care for black children; (11) mathematics learning; and (12) science education. Twenty-three of the articles were written by representatives of various organizations concerned about early childhood education. Bibliographies or reference lists are appended to individual chapters. (BC)

ED 337 276 PS 019 852

Iowa Local Early Childhood Advisory Committee
Reports: An Analysis of Community Programs, Needs, and Possibilities.

Iowa State Dept. of Education, Des Moines.

Pub Date—Oct 90

Note—50p.

Pub Type—Reports - Descriptive (141) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Community Involvement, *Day Care, *Early Childhood Education, *Early Intervention, *Kindergarten, *Needs Assessment, *Parenthood Education, School Age Day Care, School Districts, State Aid, State School District Relationship, State Surveys, Teacher Certification

Identifiers—Iowa, Project Head Start

Local Early Childhood Advisory Committees in Iowa studied early childhood education programs and the need for additional programs in local communities. By August, 1990, committees in 351 of Iowa's 430 school districts had made recommendations to local school boards, the Iowa Department of Education, and the Iowa General Assembly. Types of programs considered were: (1) programs for at-risk children; (2) Head Start; (3) preschool programs; (4) kindergarten; (5) before- and after-school child care; (6) school-age child care during summer vacations and school holidays; and (7) parent education and support programs. Committee reports first addressed the need for community collaboration in providing child care. Discussion then turned to program types. Programs for at-risk students were offered in 61 districts, and Head Start programs in 168 districts. Preschool programs were available in 34 districts. While 130 districts recommended that their district not offer a preschool, 80 recommended that a preschool be established. Kindergarten programs varied among all-day, every-day; half-day, everyday; and other combinations. Some districts offered extended-day kindergarten or transition classes. Few districts offered school-age care, and a minority recommended offering it. High school family living courses were offered in 89.6 percent of the districts. Committees made a series of policy recommendations. A list of eight references and a list of Iowa's Public School Districts are included. (BC)

ED 337 277 PS 019 853

Iowa Vision for Early Childhood.
Iowa State Dept. of Education, Des Moines.

Pub Date—Jan 91

Note—20p.

Pub Type—Opinion Papers (120) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—At Risk Persons, Community Involvement, Coordination, *Delivery Systems,

*Early Childhood Education, *Educational Legislation, *Educational Opportunities, Family (Sociological Unit), Parent Participation, Prevention, School Districts, *State Agencies, *State Aid, State Legislation, State Programs
 Identifiers—Area Education Agency Media Centers, *Iowa

The Iowa vision of early childhood described in this document was developed in 1990 with input and feedback from many Iowa Department of Education staff, and from individuals and groups outside the department. The goal of the Iowa vision is to insure that early childhood opportunities are available to all children in Iowa. The vision's rationale is that prevention is a better investment than remediation for the future of all state citizens. It is maintained that a coordinated delivery system should involve the participation of parents, the community, school districts, and government agencies. Key components for a comprehensive delivery system involve: (1) local community resources; (2) regional resources, including Area Education Agency consultants and referral agencies; and (3) state resources, including early childhood advisory committees and task forces, grants, and technical assistance networks. It is asserted that developmentally appropriate instructional materials should be made available to all children and their families. Twenty-four recommendations for enhancing early childhood education through 1995 are listed. Some of the recommendations have already been legislated. An early childhood education funding plan is described year by year through 1995. Finally, a history of early childhood education in Iowa covers the period from 1970 to the present. (BC)

ED 337 278 PS 019 854

Carlson, Carol Gordon

The Parent Principle: Prerequisite for Educational Success. Focus 6.

Educational Testing Service, Princeton, N.J.

Pub Date—91

Note—23p.

Pub Type—Reports—Descriptive (141)—Opinion Papers (120)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Cultural Influences, *Educational Change, Elementary Education, *Elementary School Teachers, *Parent Participation, Parents, *Parent School Relationship, *Parent Teacher Cooperation, Reading Aloud to Others, Student Motivation, *Teacher Attitudes

This brochure discusses parents' involvement in their children's education. It is maintained that parent involvement in education is one of the most promising movements to have come out of the school reforms of the 1980s. Recent history of parent involvement in American schools; several American educators' ideas about parent involvement; and benefits of parent involvement to parents, teachers and schools are briefly discussed. A section on research discusses the effect of parent support on student motivation and compares parent involvement in Japan to that in the U.S. Two challenges to cooperation between school and family are discussed: (1) teacher resistance; and (2) changes in family structure that make it difficult for parents to participate. Ways in which teachers can encourage parents to become involved in their children's education are detailed. Epstein's (1990) methods for parent involvement in their children's education; Sigel's concerns about Epstein's methods; and principles for school programs that encourage parent involvement are considered. Four parent involvement programs are discussed. A list of 11 references is included. (BC)

ED 337 279 PS 019 859

Gnezda, M. Therese, Ed. And Others

Improving Instruction and Assessment in Early Childhood Education. Summary of a Workshop Series.

National Academy of Sciences—National Research Council, Washington, D.C.

Pub Date—91

Note—68p.

Available from—National Forum on the Future of Children and Families, 2101 Constitution Avenue, N.W., Washington, DC 20418 (free).

Pub Type—Reports—Descriptive (141)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Early Childhood Education, *Educational Policy, *Evaluation Methods, Grade Repetition, *Instructional Improvement, Standardized Tests, Teaching Methods, Testing,

Track System (Education), Young Children
 Identifiers—Developmentally Appropriate Programs

This summary provides a record of the proceedings of a workshop series and Wingspread Conference that were part of a series of events relating to child and family policy issues sponsored by the National Forum on the Future of Children and Families. Chapter 1 introduces the issues related to young children and academic achievement. Chapter 2 addresses testing, testing policy and practices; the use of testing for tracking and retention; the effects of testing on curriculum and instruction; and child development and standardized tests. Chapter 3 describes alternatives to standardized testing and includes sections on elements and examples of alternative assessment and on accountability. Chapter 4 provides a discussion of alternative instructional approaches, including sections on literacy and mathematics instruction and the issue of whether alternative approaches work. The process of redirecting attention in the first years of school away from readiness testing, retention, and special placement (with emphasis on isolated skill development and retention of unrelated facts), and toward integration of the content of children's everyday experiences and broad-based learning, is discussed. Chapter 5 describes implications for policy and practice in sections on testing, curriculum and instruction, and retention and tracking. A bibliography of 37 references and an appendix of agendas and participants are included. (GLR)

ED 337 280 PS 019 863

Beals, Diane E. And Others

Reading, Reporting, and Repeat: Three R's for Co-Constructing Language and Literacy Skills.

Pub Date—19 Apr 91

Note—19p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Seattle, WA, April 19, 1991).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Early Reading, *Kindergarten Children, Language Acquisition, Language Research, *Language Skills, Longitudinal Studies, *Low Income Groups, *Mothers, *Oral Language, Parent Child Relationship, Primary Education, Reading Comprehension, Young Children

Identifiers—*Conversation, Explanatory Speech, Peabody Picture Vocabulary Test, Test of Nonverbal Intelligence

This study examined the relationship between early language measures and kindergarten literacy measures for children from 40 low-income families. Early literacy measures were based on conversations between mother and child during a book-reading session; the child's report of an event as elicited by the mother; and mealtime. Conversations were recorded at home when the child was 3 and 4 years old. Literacy outcomes were measured by: (1) the Peabody Picture Vocabulary Test (PPVT); (2) the Test of Nonverbal Intelligence (TONI); (3) the Comprehensive Assessment Program (CAP) of the Early Childhood Diagnostic Instrument; and (4) instruments that assessed decontextualized oral language skills, including picture description, word definition, narrative construction, and story comprehension. These tests were administered in the home when the child was 5 years old. There were correlations between: (1) the elicited report index and word definition and narrative construction; (2) explanatory talk at mealtime and the PPVT and picture description; (3) narrative talk at mealtime and story comprehension; and (4) various measures of nonimmediate utterances during book reading and CAP scores, story comprehension, and narrative construction. Results support a multicomponential view of language. A reference list of 22 items is included. (BC)

ED 337 281 PS 019 866

Ghani, Zainal

Programme for Learning Enrichment. A Van Leer Project: An Evaluation.

University of Science, Penang (Malaysia).

Spons Agency—Bernard Van Leer Foundation, The Hague (Netherlands).

Pub Date—May 88

Note—157p.

Pub Type—Reports—Descriptive (141)—Reports—Evaluative (142)

EDRS Price—MF01/PC07 Plus Postage.

Descriptors—Academic Achievement, Community Development, Elementary Education, *Elemen-

tary School Students, *Elementary School Teachers, Foreign Countries, *Parent Participation, Parent School Relationship, Program Effectiveness, *Program Evaluation, *Remedial Instruction, Rural Schools, *School Community Relationship, Standardized Tests, Student Improvement, Teacher Improvement
 Identifiers—*Malaysia (Sarawak), Van Leer Foundation

This paper reports the evaluation of a project undertaken by the Sarawak Education Department to improve the quality of education in upper primary classes in rural Sarawak, Malaysia. The project is known officially as the Programme for Learning Enrichment, and commonly as the Van Leer Project, after the international agency which provides the main funding. Project trials began in 1984 in 13 semirural and rural primary schools. The objectives of the project involved remedial teaching, parental and community involvement, and community development. Activities relevant to these objectives included the development of tests and teaching approaches; the formation of parent-teacher associations; and dialogue sessions with agencies concerned with community development. Evaluation of pupil outcomes indicated an increase in academic performance between 1983 and 1985, and a decrease between 1985 and 1986. During the project, teacher competency improved and parent involvement increased. Suggestions for replication of the project, with a reconsideration of priorities, are offered. A proposed plan of action for project replication suggests operational, delivery, and support activities. Appendixes present a list of activities carried out by the Van Leer Project and the results of the assessment test for the sample schools. (BC)

ED 337 282 PS 019 868

Shaughnessy, Mary Angela

Catholic Preschools: Some Legal Concerns.

National Catholic Educational Association, Washington, D.C.

Report No.—ISBN-1-55833-055-0

Pub Date—90

Note—54p.

Available from—National Catholic Educational Association, 1077 30th Street, NW, Washington, DC 20007-3852.

Pub Type—Guides—Non-Classroom (055)—Legal/Legislative/Regulatory Materials (090)

EDRS Price—MF01/PC03 Plus Postage.

Descriptors—*Catholic Schools, Child Abuse,

*Civil Law, Constitutional Law, Corporal Punishment, *Federal Regulation, Government School Relationship, Handicap Discrimination, Libel and Slander, Parent Materials, *Preschool Education, Racial Discrimination, Search and Seizure, Sex Discrimination, *Torts

Identifiers—*Canon Law, Common Law, *Contract Law, Negligence

This publication looks at the effect of the law on preschool programs conducted by nonpublic agencies. In the first chapter, a distinction is drawn between day care and preschool. The second chapter deals with sources of the law that are applied to preschool. Canon law affects Catholic schools. Catholic schools, as well as public schools, are subject to four types of civil law: (1) constitutional law; (2) contract law; (3) federal and state statutes and regulations dealing with issues such as sexual, racial, and handicapped discrimination; child abuse; and police and criminal checks; and (4) common law. The third chapter concerns legal issues for the preschool involving tort law. Tort suits in schools are generally of four classes: (1) negligence, which requires that a duty exists; that a violation of duty occurred; that the violation was a proximate cause of injury; and that injury occurred; (2) corporal punishment; (3) search and seizure; and (4) defamation of character. The fourth chapter notes that preschool parent handbooks should address issues such as the preschool philosophy and objectives, admission and academic policies, the discipline code, field trips, health and safety, emergency procedures, considerations concerning noncustodial parents and other relatives, and parents' signed agreement to the provisions of the parent handbook. A bibliography of 14 items, and a list of unpublished preschool materials, are included. (BC)

ED 337 283 PS 019 869

Shaughnessy, Mary Angela

Extended Care Programs in Catholic Schools: Some Legal Concerns.

National Catholic Educational Association, Washington, D.C.

Report No.—ISBN-1-55833-061-5

Pub Date—91

Note—57p.

Available from—National Catholic Educational Association, 1077 30th Street, NW, Washington, DC 20007-3852.

Pub Type—Guides - Non-Classroom (055) — Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Catholic Schools, Child Abuse, *Civil Law, Constitutional Law, Corporal Punishment, Elementary Education, *Extended School Day, *Federal Regulation, Government School Relationship, Handicap Discrimination, Libel and Slander, Parent Materials, *School Age Day Care, Search and Seizure, Sex Discrimination, *Torts Identifiers—*Canon Law, Common Law, Contract Law, Negligence

This publication addresses issues concerning the application of the law to extended-day Catholic schools. The first chapter provides an overview of extended care. In the second chapter, sources of the law that are applied to extended care programs are described. Canon law affects Catholic schools. Catholic schools are also subject to four types of civil law: (1) constitutional law; (2) federal and state statutes and regulations dealing with issues such as sexual and handicapped discrimination; child abuse; and fingerprinting and criminal checks; (3) common law; and (4) contract law. In the third chapter, legal issues for extended care programs that involve tort law are considered. Tort suits in schools are generally of four classes: (1) negligence, which requires the presence of a duty; a breach of duty; a proximate cause; and an injury; (2) corporal punishment; (3) search and seizure; and (4) defamation of character. The fourth chapter notes that extended care parent handbooks should address issues such as the program philosophy, admission policies, the program schedule, daily release, the discipline code, field trips, health and safety, emergency procedures, considerations regarding noncustodial parents and other relatives, program and student evaluations, and parents' signed agreement to the provisions of the handbook. A bibliography of 14 items, and a list of unpublished extended care materials, are included. (BC)

ED 337 284

PS 019 870

Jambor, Tom

"Why Play Is the Fundamental Right of the Child." Theme Session I.

Pub Date—7 Jun 90

Note—8p; Paper presented at the Annual IPA (International Association for the Child's Right to Play) World Conference (11th, Tokyo, Japan, June 3-8, 1990).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Child Development, *Children, *Children's Rights, Civil Liberties, Cross Cultural Studies, Cultural Interrelationships, *Play

This paper describes an open symposium designed to help participants: (1) better understand the nature of play and the nature of the child in the education process; (2) be more effective in their efforts to facilitate children's growth, development, and learning; and (3) continue to make a difference in children's lives. The notion of play as a medium for learning was presented, and the importance of the play-education-child triad was established and discussed. Fifteen countries were represented in the discussion. Participants came to a consensus on six position statements regarding children's rights in general and the child's right to play specifically. Statements concern: (1) the use of play throughout the entire educational process; (2) the necessity of adults' recognition of the vital role of spontaneous play in child's development; (3) play as a means of improving the society of the future; (4) the child's right to play as a means of reducing the alienation in society; (5) the necessity of encouraging adults to recognize the importance of the child's right to play, and improving the natural, cultural, and interpersonal environment as a result; and (6) the necessity of adults' seeing play through the child's eyes and providing activities in which children play freely and parents participate. Three references are provided. (GLR)

ED 337 285

PS 019 875

Bond, James T. And Others

Beyond the Parental Love Debate: The Impact of Laws in Four States.

Families and Work Inst., New York, NY.

RIE FEB 1992

Pub Date—91

Note—10p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Birth, Comparative Analysis, *Employed Parents, *Employer Attitudes, Employer Employee Relationship, Fathers, *Leaves of Absence, Mothers, *Parent Rights, *State Legislation

Identifiers—Impact Studies, Minnesota, Oregon, *Parental Leave, Rhode Island, Wisconsin

The State Parental Leave Study, which was conducted by the Families and Work Institute, covered the states of Minnesota, Oregon, Rhode Island, and Wisconsin. It was found that: (1) Implementation of state leave legislation was easy for the vast majority of employers; (2) The majority of employers did not report substantial costs resulting from the legislation; (3) The vast majority of employers did not cut back on health insurance benefits as a result of the laws; (4) Relatively few employers relied on temporary workers to replace employees on leave; (5) Small companies did not have more difficulty in complying with leave laws than did large ones; (6) There was little change in the way most mothers took parental leave before and soon after the enactment of legislation; (7) After enactment, the proportion of women who took less than the medically advised minimum of 6 weeks off after childbirth decreased; (8) Women from lower-income households took less time off after childbirth than did other women; (9) In Rhode Island, where temporary disability insurance was available, women were least likely to take fewer than 6 weeks off; (10) A total of 85 percent of biological mothers returned to the same employers after their leaves; (11) After enactment of leave statutes, fathers were more likely to take time off and use unpaid leave policies to do so; and (12) Only one in seven employers had prestatute policies and practices that met the requirements of proposed federal leave legislation. (SAK)

ED 337 286

PS 019 880

Winborne, Duvon G. Randolph, Suzanne M.

Developmental Expectations and Outcomes for African-American Infants: An Ethnomethodological Approach.

Pub Date—20 Mar 91

Note—21p; Paper presented at the Annual Meeting of the Association of Social and Behavioral Sciences (Nashville, TN, March 20, 1991).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Black Mothers, Blacks, Cognitive Development, Cultural Awareness, *Cultural Influences, Developmental Tasks, *Infant Behavior, Motor Development, *Neonates, *Parent Attitudes, Research Methodology

Identifiers—*African Americans, Brazelton Neonatal Behavioral Assessment Scale, *Parent Expectations

This study examined the interaction between infant behavior and maternal ethnocentric attitudes and expectations. The ethnomethodological approach used in this study was guided by the assumption that it is essential for an investigator to consider the broad cultural context in which behavior is studied. The behavior of 80 African-American neonates within 2 or 3 days of birth was assessed by means of the Brazelton Neonatal Behavioral Assessment Scale (BNBAS). A second assessment was made at 1 month. At each of these times, the Developmental Milestones Survey, created for this study, was used to assess mothers' expectations for their infants' attainment of developmental milestones. Results indicated that 1-month-old infants had improved their orientation and heightened their motor performance. However, state regulation had decreased. Infants in this study showed higher levels of performance in most BNBAS clusters than infants in an earlier study. Maternal responses were scored as either within or outside the expected developmental range. More within-range responses were given for motor items than for cognitive items. A reference list of 23 items is included. (BC)

ED 337 287

PS 019 881

Mistry, Jayanthi Herman, Hannah

Development of Preschoolers' Picture-Elicited Narratives.

Pub Date—Apr 91

Note—21p; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Seattle, WA, April 18-21, 1991).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Language Acquisition, *Language Enrichment, *Literacy, *Narration, Picture Books, *Preschool Children, Preschool Education Identifiers—Adult Child Relationship, Hawaii, *Retelling, *Story Telling By Children

This study examined the presence of specific story elements and story cohesiveness in child narratives. A sample of 35 Hawaiian children who attended a preschool that emphasized early literacy activities was compared with a control sample. Children first constructed a story from a set of five pictures with adult support, and then retold the story without the aid of pictures and with minimal adult support. Children in the preschool sample were tested twice over a 5-month period; control children were tested at the later time. Children's story retelling was rated for number of elements, amount of adult support, and story cohesiveness. Over the 5-month period, the early literacy preschool children improved in the level of cohesiveness and the number of elements included in their stories. Preschool children performed better than control children on both variables. Four references are cited. Samples of stories constructed by two children at each of the two times are included. (Author/BC)

ED 337 288

PS 019 890

One-Stop Shopping: The Road to Healthy Mothers and Children. A Report of the National Commission to Prevent Infant Mortality.

National Commission to Prevent Infant Mortality, Washington, DC.

Pub Date—Apr 91

Note—42p.

Pub Type—Opinion Papers (120) — Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Child Health, Community Health Services, *Cooperative Programs, *Coordination, *Delivery Systems, Demonstration Programs, Eligibility, Infant Mortality, Mothers, *Pregnancy, Social Services

Identifiers—*Maternal and Child Health Services, *Maternal Health, Medicaid, Prenatal Care

This report promotes one-stop shopping for health and social services as an effective strategy for accommodating the needs of pregnant women and their children. Roadblocks to receipt of care by pregnant women include ignorance of prenatal or preventive pediatric services, poverty, weak referral networks, and the fragmentation of programs and services. A roadblock to coordination of services is created through administration of programs by multiple agencies. Five tools are needed to better bring services to families in need. First, there must be strong professional and political leadership. Second, the route to receiving care can be simplified by means of shortened and joint applications, expedited eligibility determinations, use of computers, and outreach programs. Third, bridges can be built between families and services through case management and interagency partnerships. Fourth, short cuts to receiving care can be effected by the placing of services under one roof, as in community health centers and public health clinics. Fifth, the capacity of the health delivery system must be expanded. Recommendations for designing one-stop shopping and short cuts for health service delivery are offered. Appendixes describe several model health care and support programs. A list of 36 references is included. (BC)

ED 337 289

PS 019 891

Solomon, Alan

Current Telephone-Based Schoolwork Assistance Programs: An Analysis of Their Findings.

Pub Date—6 Apr 91

Note—17p; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 6, 1991).

Pub Type—Information Analyses (070) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Achievement, Databases, *Educational Media, Elementary Secondary Education, *Homework, Non English Speaking, Parent Student Relationship, Postsecondary Education, Self Esteem, *Student Improvement, *Teacher Role, *Telephone Instruction

Identifiers—*Homework Assistance Programs, Procrastination

This paper reviews the literature on telephone-based schoolwork assistance programs and

describes the activities of several such programs. Research literature indicates that properly organized lessons and assignments result in greater student achievement. Research on characteristics of students who procrastinate in doing their schoolwork is discussed. It is noted that teachers' awareness of students' problems with procrastination and promotion of students' self-esteem can help students who procrastinate. Research on positive and negative effects of homework is reviewed. Several telephone-based schoolwork assistance programs are described. These include: (1) a hotline staffed by certified teachers in Jacksonville, Florida; (2) the New York State Literacy Hotline, which uses a database to organize its academic information; (3) the Adult Basic Education Tele-teacher program at Rio Salado Community College; (4) the Philadelphia school district's schoolwork assistance program, Project HELP; (5) Denver's homework hotline; and (6) the Bridgeport, Connecticut homework hotline. It is recommended that programs operate Mondays through Thursdays; serve all students, including non-English speaking students and special education students; be promoted; and receive commercial support. A list of 19 reference items is included. (BC)

ED 337 290 PS 019 897

Scherer, Charlotte

Parent Perceptions of the Importance of Computer Knowledge for Young Children.

Pub Date—Nov 90

Note—17p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Computer Literacy, Creative Development, *Enrollment Influences, Mathematics Skills, *Microcomputers, *Parent Attitudes, *Preschool Children, Preschool Education, Reading Skills

Identifiers—*Childhood Fun

Eighty-eight sets of parents who enrolled their 4- and 5-year-old children in computer classes completed a questionnaire designed to gather demographic data and information about their reasons for enrolling the children and their attitudes about the importance of computer competence. Parents could check one of three reasons for enrolling their child: (1) It was a program for 4- and 5-year-olds; (2) It was important for their child to work with computers; or (3) Other. The first option was selected by 15 percent of parents, the second by 83 percent, and the third by 22 percent. In a follow-up telephone interview, 14 sets of parents were asked to choose among 10 reasons for enrolling their child in the computer class. The principal reasons chosen were: (1) computers are fun for children; (2) people need to know how computers work; (3) computers can help children learn math and reading skills; (4) people are using computers for more and more reasons; (5) computers can help a child be creative; and (6) I want to help my child learn to use computers. Two references are cited. (BC)

ED 337 291 PS 019 893

Solomon, Alan Orenstein, Donna

A Study of the Factors Which Contribute to the Academic Performance of First Grade At-Risk Hispanic Students at a Schoolwide Projects Facility.

Pub Date—7 Apr 91

Note—17p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 7, 1991).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Achievement, *Attendance, Bilingual Education, *Elementary School Students, *English (Second Language), Grade 1, Grades (Scholastic), High Risk Students, *Hispanic Americans, Mathematics Skills, Primary Education, Reading Skills, Standardized Tests

Identifiers—Kindergarten Experience Comparison, *Language Spoken At Home, Philadelphia School District PA

This study examined the effect of school attendance, use of English-as-a-Second Language (ESL) services, and language spoken at home on Hispanic students' performance. The academic performance of 101 Hispanic first graders in intensive, regular, and bilingual programs was measured by standardized test scores in reading and mathematics, and report card grades. Students with no kindergarten experience earned a higher median score on the reading test than students with kindergarten experi-

ence. Students with kindergarten experience earned a higher median report card grade. Students in intensive programs had the highest median score in the reading test, and students in regular programs had the highest score in the mathematics test and the highest report card grade. Students who had better than median attendance scored better on the standardized tests and had higher report card grades than students below the median. Students in the intensive ESL group had higher median scores on the reading test and higher report card grades in reading than students in the beginner ESL group. Students who live in homes where English is spoken had higher scores and grades than students in homes where Spanish is spoken. Five references are cited. (BC)

ED 337 292 PS 019 897

Menaghan, Elizabeth G. Parcel, Toby L.

Stability and Change in Children's Home Environments: The Effects of Parental Occupational Experiences and Family Conditions.

Spons Agency—National Inst. of Child Health and Human Development (NIH), Bethesda, MD.

Pub Date—18 Apr 91

Contract—NICHD-HD-23467

Note—24p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Seattle, WA, April 18-20, 1991).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Employed Parents, *Family Environment, Fathers, *Job Satisfaction, Longitudinal Studies, Marital Satisfaction, Mothers, *Occupational Mobility, *Parent Background, *Self Concept

Identifiers—*Single Earner Families

This study examined the effects of mothers' and fathers' occupational conditions on children's home environments, and of change in occupational and family conditions on change in home environments. The study used the 1986 and 1988 supplements to the National Longitudinal Surveys of Youth. Subjects were 781 married mothers with children aged 3 through 6 years in 1986. For mothers in dual-earner families, home environment was affected by mothers': (1) self-esteem and sense of mastery; (2) age (for older mothers); (3) work at a complex occupation; (4) marriage to a highly educated spouse; (5) having fewer children. Improvements over time in children's home environment were affected by spouse's occupational characteristics and age (for spouses who were younger). Declines in home environments occurred when additional children were born or the marriage ended. For mothers in male-earner families who were not employed in 1986, predictors of home environments were similar to those for mothers in families with two earners, with the exception that mothers' cognitive resources and spouses' wage level also had positive effects. Improvements in home environment in this group were also responsive to spouse's working conditions and changes in family circumstances. A list of references is included. (Author/BC)

ED 337 293 PS 019 909

Repetti, Rena L.

Mothers Also Withdraw from Parent-Child Interaction as a Short-Term Response to Increased Load at Work.

Pub Date—Apr 91

Note—15p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Seattle, WA, April 18-20, 1991).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Conflict, *Employed Parents, Employer Supported Day Care, Interpersonal Relationship, *Job Satisfaction, *Mothers, *Parent Child Relationship, Preschool Children, Preschool Education, *Stress Variables, *Withdrawal (Psychology)

Identifiers—Aversive Events, *Job Stress, Work Load

This study examined the short-term association between daily parental job stress and subsequent patterns of interaction between parent and child. Subjects were 30 mothers each with a preschool child between the ages of 3 and 5 years. Mothers were employed in a variety of white-collar occupations. For 5 consecutive days, mothers completed a questionnaire concerning their job stress during the work day. Two occupational conditions, namely, perceived work load and quality of social interac-

tion with coworkers and supervisors, were measured. Each evening, mothers completed another questionnaire assessing aversiveness and withdrawal during their interactions with their children that evening. Results indicated that there was no increase in aversiveness after high stress days at work. There was a relation between daily work load and parent-child withdrawal, but no relation between distressing social interactions and parent-child withdrawal. Eight references are cited. (BC)

ED 337 294 PS 019 911

Huttenlocher, Janellen Smiley, Patricia

Early Words for Movement.

Pub Date—Apr 91

Note—12p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Seattle, WA, April 18-20, 1991).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Child Language, *Encoding (Psychology), Intention, *Language Acquisition, Language Research, *Motion, *Semantics

Identifiers—Length of Utterance, Multiword Speech, Requests, *Single Word Utterances, *Word Associations

This study examined word meanings in the single word period of language learning. Ten children were seen for 5 hours each month from the time they started learning language until their median length of utterance was 2.5 words. All the children's utterances, and the extralinguistic contexts of the utterances, such as objects and movements, were recorded. Two issues involving words used in relation to movement were addressed: (1) whether words encoded events or were merely associates of events in the manner described in the literature as "complexive"; and (2) the kinds of events words encoded when they did encode events. Words used by four or more children were analyzed. These words included four verbs, four spatial prepositions, one possessive adjective, and one noun. All but one of the words used in the absence of movement indicated a request implying movement. Thus, the words were not being used complexively. It was not clear what aspects of movement were being encoded. The evidence that the words were used for others' selves as well as the child's self suggests that the words were not used to encode intentional behavior of a person. (BC)

ED 337 295 PS 019 913

Fu, Panfang

Preschool Children's Understanding of Semantic Relations.

Pub Date—Apr 91

Note—7p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Seattle, WA, April 18-20, 1991).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Child Language, *Language Acquisition, Language Research, *Preschool Children, Preschool Education, *Semantics, *Vocabulary Development

Identifiers—*Semantic Relation Comprehension

Two experiments investigated 4- to 5-year olds' understanding of semantic relations and methods for incorporating new words into their lexicon. In one experiment, 24 children were shown a picture of a container and told that an object called "X" was hidden inside it. Children were asked questions about the object X and about "Y," which indicated a word that might form an inclusive, overlapping, or mutually exclusive relation with X. An example of an inclusive relation is that between goldfish and fish. An overlapping relation would be that between car and blue, while fork-spoon would constitute a mutually exclusive relation. Children were asked one of two questions: (1) Do you think the hidden object has to be a Y? and (2) Do you think the object could be a Y? Children answered above chance levels with the "could" question. In a second experiment, 24 children played with two balls in two toy dogs. During the play session, the experimenter called one of the dogs a "tiv"; the other dog and the two toys were called "this." In the posttest, children were asked "has to" and "could" questions concerning the "tiv." Results indicated that children considered the concept represented by the novel name to be a subset of the concept represented by the familiar name. They formed either a subtype or proper name interpretation. (BC)

ED 337 296

PS 019 915

French, Lucia Pak, Meesook Kim

Mothers and Peers as Conversational Partners:

Quantity and Quality of Talk.

Pub Date—25 Jun 91

Note—21p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Seattle, WA, April 18-20, 1991).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Caregiver Speech, Child Language, *Language Acquisition, *Mothers, *Parent Child Relationship, *Peer Relationship, *Preschool Children, Syntax, *Toddlers

Identifiers—*Conversation, Imperatives (Grammar), Length of Utterance, Questions, Turn Taking, Word Counts

This study investigated the nature and extent of differences in young children's talk when they interact with mothers and peers. Sixteen girls between 2.5 and 3.5 years of age played twice with their mothers and twice with a peer. Play sessions were videotaped and coded according to measures of quantity and quality of talk. Results of measures of quantity indicated that children used a greater number of word tokens and a greater variety of word types when talking with the mother than when talking with the peer. The ratio between tokens and types was the same with each partner. The number of utterances and the number of turns taken in the conversation were greater with the mother than with the peer, while the number of utterances per turn favored the peer over the mother. Results of measures of quality indicated that children's mean length of utterance was higher with peers than with mothers. The use of subordinating conjunctions was identical with each partner. Children's use of imperatives was more frequent with peers, and their use of questions more frequent with mothers. Children were equally likely to use turnabouts, or conversational linkages that are both contingent and projective, with mothers and peers. Nine references are cited. (BC)

ED 337 297

PS 019 921

Flynn, Timothy M.

Development of Social, Personal and Cognitive Skills of Preschool Children in Montessori and Traditional Preschool Programs.

Pub Date—90

Note—24p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Behavior Patterns, Child Development, Conventional Instruction, Individual Development, *Interpersonal Competence, *Montessori Method, Peer Relationship, Preschool Education, Program Effectiveness, *Teacher Student Relationship, *Thinking Skills, *Traditional Schools

Identifiers—Montessori Preschools, *Prekindergarten Scale (Flynn)

The relationship of time spent in either Montessori or traditional preschool programs to the preschooler's development in five parameters was studied. The five parameters were: (1) personal skills; (2) relationship with teachers; (3) peer relations; (4) behavioral control; and (5) cognitive skills. A review of the literature on Montessori and other preschool programs is presented. Three Montessori programs and three traditional programs provided the subjects for the study. The Prekindergarten Scale, a multiple choice behavioral rating scale, was completed for each child by the program teachers. Results revealed that the only significant variable for predicting time in program for the traditional program was relationship with teachers, which was also the only variable that was insignificant in predicting time in program for the Montessori program. The strongest relationship was between time in the Montessori program and relationship with peers with age controlled. Four tables of quantitative data used in the study and 12 references are appended. (GLR)

ED 337 298

PS 019 926

Flynn, Gina M.

Strategies for Improving Self-Managing Behavior Skills among Second Grade Students: The Self-Management and Responsibility Training (SMART) Program.

Pub Date—Jun 91

Note—59p.; M.S. Practicum, Nova University.

Pub Type—Dissertations/Theses - Practicum Pa-

RIE FEB 1992

pers (043)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Behavior Change, Behavior Problems, *Classroom Techniques, Critical Thinking, Discipline, Elementary School Students, *Grade 2, Primary Education, *Self Control, *Self Evaluation (Individuals), Student Behavior, Student Responsibility

Identifiers—Project AWARE, *Self Management and Responsibility Training Program

This practicum report describes a program in which strategies for improving self-managing behavior skills of second graders were designed and implemented. The goals of the Self-Management and Responsibility Training (SMART) Program were to improve students' behavior and encourage development of students' critical thinking skills. The four basic strategies used were: (1) weekly teacher evaluations of behavior; (2) daily journal entries by students; (3) the use of a self-management survey; and (4) weekly class discussion groups. A review of the literature on related research is provided and a timeline of activities is included. Success was measured by comparing the target students' past behavior with behavior during the implementation of the SMART Program. Positive affective changes in behavior and an increase in use of self-managing skills were observed. Indications of student misbehavior on report cards decreased during the second semester of the 1990-91 school year. Students engaged successfully in formal behavior self-evaluation, group discussions, and open-ended self-evaluation. Appended are related materials, a list of 16 references, and a bibliography of 25 references. (GLR)

ED 337 299

PS 019 929

Jacobowitz, Deborah And Others

Reconstruction of Family Relationships and Intimacy in Romantic Relationships.

Pub Date—Apr 91

Note—26p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Seattle, WA, April 18-20, 1991).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*College Students, Conflict, *Daughters, Family Relationship, Fathers, Higher Education, Hostility, Individual Needs, *Intimacy, Marital Instability, Marriage, Mothers, *Nuclear Family, *Parent Child Relationship, *Psychological Patterns

Identifiers—Family Systems Theory, Positive Affect, Role Reversal, *Romantic Relationship

This study examined the relation between early family relationship patterns and adolescents' regulation of negative affect; attachment to their partners' affect; and capacity to balance their needs with those of their partner during conflict. A total of 27 college women completed measures pertaining to their relationship with their parents and their parents' marital relationship. The women and their boyfriends separately completed an intimacy questionnaire that measured closeness, reliance, and conflict. Partner dyads participated in four interaction tasks. Coders rated their interactions for positive affectivity, emotional engagement, balance, and hostility. Results indicated that females who had experienced father-daughter alliances reported less ability to rely on their partner and more anger toward their partner than did females who had not experienced such a family pattern. They were also observed to show less positive affect and emotional engagement with their partner; less ability to balance their needs with their partner's; and more hostility. Females who had experienced mother-daughter triangulation reported less reliance on their partner and more distance in their relationship than did females who had not experienced such a family pattern. They were also observed to have difficulty balancing their needs with their partner's. Twenty-one references are cited. (BC)

ED 337 300

PS 019 930

Chard, Sylvia C.

The National Curriculum of England and Wales: Its Implementation and Evaluation in Early Childhood Classrooms.

Pub Date—[90]

Note—26p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Achievement, Class Size, Curriculum Evaluation, Early Childhood Educa-

tion, *Educational Change, Elementary Education, *Elementary School Teachers, Foreign Countries, *Government School Relationship, *Program Implementation, Stress Variables, Student Evaluation, *Teacher Attitudes

Identifiers—Educational Reform Act 1988, *England, Head Teachers, *National Curriculum, Professional Role, Wales

The Educational Reform Act (ERA) of 1988 reflects the most comprehensive restructuring of education in Britain in this century. This paper discusses the implementation of the National curriculum, the innovation at the heart of the ERA. The first part of the paper offers the views of educational commentators on changes resulting from this law. Commentators believe that: (1) the ERA serves the goal of reducing the power of local government in favor of increased central control; (2) the National Curriculum was designed without the benefit of professional educational expertise; and (3) the ERA has altered the roles of teachers and head teachers. The second part of the paper discusses the views of teachers from four schools in different parts of England on the effect of the new policies on schools and teachers' professional lives. One theme raised by teachers concerns the school-level response to the National Curriculum. Some positive advantages of communication and solidarity among staff are seen. A second theme concerns changes in classroom teaching. Teachers feel that curriculum integration is threatened. Teachers are also concerned about the effect of the National Curriculum on class size, scheduling, planning, and standard assessment. A third theme concerns increased professional demands on teachers. A reference list of 18 items is provided. (BC)

ED 337 301

PS 019 956

Goodson, Barbara Dillon And Others

Working with Families: Promising Programs To Help Parents Support Young Children's Learning. Summary of Findings. Final Report.

Abt Associates, Inc., Cambridge, Mass.

Spons Agency—Department of Education, Washington, DC. Office of Planning, Budget, and Evaluation.

Pub Date—Feb 91

Contract—LC-8808901

Note—174p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Curriculum, Elementary Education, *Family Programs, *Family School Relationship, Low Income Groups, Parent Conferences, *Parent Education, Parent Participation, *Parents as Teachers, *Parent Student Relationship, Personnel, Preschool Education, Program Effectiveness, Program Evaluation, *Program Implementation, Public Schools, Recruitment

This report presents the findings of a study conducted for the U.S. Department of Education that analyzed 17 family education programs for disadvantaged families. In-depth studies were conducted on-site for 7 programs; an additional 10 programs were studied via telephone interviews. An "Executive Summary" of eleven pages (also separately published) precedes the body of the report. The body of the report is organized around major challenges faced by the programs. These include: (1) recruiting families, which involves a number of targeting choices and recruitment methods; (2) sustaining family participation, which involves several design components, an array of services, and sensitive interaction between parents and staff; (3) staffing programs, which involves determining the type and number of staff, staff qualifications, and staff training; (4) establishing a curriculum, which involves choosing methods of instruction that work with families and being sensitive to family differences; (5) collaborating with public schools; and (6) evaluating programs. The report concludes with an itemization of strategies that these successful programs use to meet these challenges. A list of 32 references is included. Appendixes provide a description of the study methodology; descriptions of the 7 programs studied on-site and 10 programs studied by telephone interview; and a list of program contacts. (BC)

RC

ED 337 302

RC 018 118

Weaver, Kenneth L. Ed.

Reflections on Tribal Governance in Montana. Montana State Univ., Bozeman. Local Government Center.

Spons Agency—Kellogg Foundation, Battle Creek, Mich.; Montana State Univ., Bozeman. Cooperative Extension Service; Northwest Area Foundation, St. Paul, Minn.

Pub Date—Nov 90

Note—144p.

Pub Type—Historical Materials (060) — Legal/Legislative/Regulatory Materials (090)

EDRS Price — MF01/PC06 Plus Postage.

Descriptors—American Indian Education, *American Indian Reservations, *American Indians, Cultural Differences, *Economic Development, *Federal Indian Relationship, Governance, *Self Determination, *Tribal Sovereignty, United States History

Identifiers—Indian Reorganization Act 1934, Indian Self Determination Education Assistance Act, Montana

This document discusses tribal governance as part of the "Native American Week" on Montana State University's Bozeman campus. The document contains a commissioned paper, a panel discussion, a speech, and a list of legal documents of tribal governments in Montana. The commissioned paper, "Federal Indian Policy: A Summary," by Walter Fleming explains how changing national policy has shaped the evolution of Montana tribal governance. Tribal presidents from each of the seven Montana Indian Reservations form the Tribal Governance Panel. They present the ongoing struggle of American Indians to achieve and sustain genuine Native American self-determination through tribal self-governance. Topics discussed include historical and current problems in cultural difference, federal-imposed policies on reservation administration, tribally controlled industries and economic development efforts, reservation schools, conservation of natural resources and claims, and water rights. The speech, "Look at the Past, Present, and Future of the Indian People," delivered by Earl Old Person, stresses education as a means to achieving self-determination, Indian leadership, and government responsibility. Finally, a list of legal documents are presented, including: the governing charters of all of Montana's seven reservations, the charter of the Little Shell Tribe of the Montana Chippewas, and the text of the Indian Reorganization Act of 1934 (which enabled these tribal charters). (KS)

ED 337 303 RC 018 170
Center for Employment Training Annual Report.

1989.

Center for Employment Training, San Jose, Calif.
Pub Date—89

Note—36p.

Pub Type—Reports - Descriptive (141)

EDRS Price — MF01/PC02 Plus Postage.

Descriptors—Adult Basic Education, *Adult Vocational Education, English (Second Language), Hispanic Americans, *Job Placement, *Job Training, Labor Market, Limited English Speaking, Minority Groups, Mothers, Poverty, Program Effectiveness, *School Business Relationship, *Unemployment, *Vocational Training Centers

Identifiers—Center for Employment Training, Job Training and Partnership Act 1982

This document summarizes the 1989 performance of the Center for Employment Training (CET) a nonprofit corporation with training centers located throughout the West. The document consists of a variety of reports and "focus" pieces examining labor market changes and CET's adjustments in its operations. The executive director's report addresses the need and method for training the chronically unemployed who are unprepared for employment. The Board of Directors report suggests that the future CET operation should shift to training for services or the high tech labor market, rather than manufacturing industries. CET's Industrial Advisory Board reviews curricula, course materials, and training equipment, and recommends improvements for industrial relevance. A performance report indicates that 2,187 students were placed in jobs, that their average incomes after training were more than doubled, and that the majority of clients were Hispanic and persons with limited English. A financial report contains data showing that over 60 percent of CET's \$20 million income came from its job training program. Among highlights cited in a review of the year were that CET opened three new training centers, offered college credit, and renovated facilities. The Rockefeller

Foundation identified CET as the most effective training program for minority female single parents. A description of CET's training design explains CET's focus on task-oriented vocational training while relating basic skills remediation and English language instruction to the vocational skill. Training also addresses the trend away from manufacturing and toward services and high-tech industries. "Focus" pieces make the case that changes in the labor market require a focus on adult training of poor minorities, which involves technical training, remediation of basic skills, and in many cases, English instruction. It is further pointed out that those most in need of training are Blacks, Hispanics, immigrants, dropouts, youth, and women, and that policy changes in the Job Training and Partnership Act must focus on these "hard to serve" individuals. (KS)

ED 337 304 RC 018 181

Burton, Louise F. And Others

Development of Competency Based Credential Programs in Southern California's High Desert Region.

Pub Date—Mar 90

Note—13p; Paper presented at the Rural Education Symposium of the American Council on Rural Special Education and the National Rural and Small Schools Consortium (Tucson, AZ, March 18-22, 1990).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price — MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Competency Based Teacher Education, *Distance Education, Educational Cooperation, Elementary Secondary Education, Higher Education, *Inservice Teacher Education, Program Design, Rural Areas, *Rural Education, Special Education, *Special Education Teachers

Identifiers—*California (San Bernardino County), California State University San Bernardino

In the northern high desert region of San Bernardino County (California), about half of special education teachers do not hold special education credentials. In September 1988, the Desert-Mountain Rural Training Program began to provide appropriate training to uncredentialed special education teachers in this sparsely populated area. The program is a collaborative project between administrators of the local special education unit and California State University at San Bernardino. Program components include: (1) providing a minimum of 30 current teachers, over a 3-year period, with credentials as teachers of learning disabled or severely handicapped students; (2) identifying, developing, and supporting practice sites that are accessible to rural teacher trainees for observation and practice-based experiences; and (3) using technology in the training of current and future teachers. The competency-based credentials program is taught at sites in the desert-mountain region and consists of six core courses and six courses in specialist areas. Innovative features include a regional rural issues course and the incorporation of rural "mini-modules" into existing courses. Development of teacher technological literacy focuses on telecommunications, video programming, and interactive television. This paper contains 20 references. (SV)

ED 337 305 RC 018 182

Reiff, Henry B. And Others

Special Education Teacher Training To Prevent Minority School Dropouts in Rural Areas.

Spons Agency—Department of Education, Washington, DC.

Pub Date—[Mar 90]

Contract—G008715010; G008715543

Note—16p; Paper presented at the Rural Education Symposium of the American Council on Rural Special Education and the National Rural and Small Schools Consortium (Tucson, AZ, March 18-22, 1990). Best copy available.

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150) — Tests/Questionnaires (160)

EDRS Price — MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Administrator Attitudes, Educational Needs, Elementary Secondary Education, Higher Education, *Minority Group Children, Multicultural Education, *Needs Assessment, *Preservice Teacher Education, *Rural Education, Special Education, *Special Education Teachers, Teacher Attitudes

Identifiers—*Louisiana, *Teacher Competencies

Minority group students are disproportionately represented in special education programs and have alarmingly high dropout rates. In rural Louisiana, special educators must cope with teaching a population that is poor, ethnically diverse, and somewhat isolated from mainstream America. An assessment instrument designed to identify training needs of rural special educators of minority children was completed by 101 special education teachers and administrators in rural Louisiana parishes. Using a 4-point Likert-type scale, respondents rated the quality of their preservice training in 18 areas and the importance of teacher competency in 20 areas. Responses overwhelmingly indicated that specialized teacher training is vital for educating and retaining minority students. Respondents believed that effective teacher training should address minority learning styles, linguistic and communication variations, behavioral characteristics, value differences, parent involvement, and the impact of poverty on academic performance. Additionally, the low ranking by respondents of some needs (such as skills in working with minority communities) suggests the need to expand the knowledge base and experiences of these special educators. This paper contains 38 references, the needs assessment instrument, and a table of results. (SV)

ED 337 306 RC 018 183

Bernal, Jesse R. Torres, Maria E.

Successful Classroom Strategies for Students at Risk Begin with Effective Inservice Training.

Pub Date—Mar 90

Note—10p; Paper presented at the Rural Education Symposium of the American Council on Rural Special Education and the National Rural and Small Schools Consortium (Tucson, AZ, March 18-22, 1990).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price — MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Elementary Secondary Education, *Faculty Development, *High Risk Students, *Inservice Teacher Education, Instructional Effectiveness, Postsecondary Education, Program Design, *Program Effectiveness, Rural Education, *Training Methods

Identifiers—Southwest Educational Development Laboratory

Staff development has been the focus of the Southwest Educational Development Laboratory's Rural Small Schools Initiative (RSSI) since it began in 1987. The research literature and RSSI's own survey of staff development practices in southwestern rural schools indicate that current staff development delivery systems are content rich and process poor. From a survey of the literature and early project experiences, RSSI staff identified key elements in the delivery of systematic staff development: (1) a match between purposes and approach of training activities and school district goals for staff development outcomes; (2) multiple, integrated training sessions; (3) thorough participant orientation to the purpose and content of training activities; (4) multiple opportunities for collaboration among school staff; (5) opportunities for practice and information sharing; and (6) follow-up assistance. In addition, effective training includes the following key elements: (1) it meets an identified need; (2) it follows a coherent plan; (3) it includes research based content; (4) it includes the processes of feedback, planning, demonstration, and practice; and (5) it draws on principles of adult learning. Contextual factors such as incentives, time of training, and principal visibility also contribute to training effectiveness. Successful inservice training must be part of a comprehensive program addressing the unmet educational needs of the ever-increasing at-risk student population. To be effective, such a program must emphasize prevention and provide intensive instruction adapted to individual student needs. (SV)

ED 337 307 RC 018 184

Lingo, Charlene Henry, Nick A.

The Behavior Disorders Service Coordinator: A "Bottom-Up" Model to Providing Related Services.

Pub Date—Mar 90

Note—10p; Paper presented at the Rural Education Symposium of the American Council on Rural Special Education and the National Rural and Small Schools Consortium (Tucson, AZ, March 18-22, 1990).

Pub Type— Reports - Descriptive (141) —
Speeches/Meeting Papers (150)
EDRS Price - MF01 Plus Postage. PC Not Avail-
able from EDRS.

Descriptors—Agency Cooperation, *Ancillary School Services, *Behavior Disorders, Coordination, *Coordinators, *Delivery Systems, Educational Cooperation, Elementary Secondary Education, Job Skills, Models, Occupational Information, *School Social Workers, *Special Education, Staff Role

This paper presents a model for integrating the myriad services needed by behavior disordered students. In this model, the role of the behavior disorders service coordinator is orchestrating all services within the school and community to facilitate successful remediation of behavior problems and successful transition into family life, community life, and the workplace. A school-based person has been chosen as coordinator because the school is the only agency that sees the student daily. The service coordinator acts as a full time case manager who meets daily with each student and makes arrangements for all needed services. The coordinator also is responsible for ensuring that the student's individual educational program is consistent with his/her needs and for locating and arranging specific services from non-school agencies. In this latter role, the coordinator acts as advocate for the student and for the student's parents. The service coordinator may also assist older troubled students in their search for employment. Small schools might implement this model by having a person such as a resource teacher work half or quarter time in the coordinator role. Competencies and personal characteristics of the service coordinator are listed. (SV)

ED 337 308 RC 018 188

Stowitschek, Joseph J. And Others
A Computerized Risk Index Screening Program
for At-Risk Students.

Spons Agency—Department of Education, Washington, DC.

Pub Date—Aug 90
Contract—S201B81048

Note—11p; Paper presented at the Rural Education Symposium of the American Council on Rural Special Education and the National Rural and Small Schools Consortium (Tucson, AZ, March 18-22, 1990).

Pub Type— Reports - Descriptive (141) —
Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Computer Software, *Computer Uses in Education, Database Management Systems, *Educational Diagnosis, Elementary Secondary Education, *High Risk Students, Potential Dropouts, Risk, *Screening Tests

This paper describes a data-based screening tool for identifying at-risk students. It is intended to complement referral and other qualitative means of identification. The Computerized Risk Index Screening Program (CRISP) is an application of a commonly available data management program that: (1) provides a school-based screening system; (2) can be tailored to local needs and characteristics; (3) is capable of reliably and unobtrusively "flagging" at-risk students; and (4) could be used by school office staff. In setting up CRISP, the user must identify risk factors to be tracked, determine the criterion or cut-off point for each risk factor, and set a value or weight on each risk factor relative to the other factors. High absence rate, low grades, and poor conduct are included as standard risk factors, but any factor for which data are quantifiable and readily accessible to the school may be added. The computer program: (1) produces an index score for each student listed; (2) calculates totals and averages for each risk factor; (3) allows the user to sort (rank order) the data by risk factor; (4) can provide a variety of statistical calculations; and (5) can provide several types of printed reports. Field testing of CRISP is under way. In a preliminary tryout, CRISP selected 15 of 16 students previously identified by teachers as being at risk in a class of 34 kindergartners. A sample screening and tracking worksheet is included. (SV)

ED 337 309 RC 018 190

Hudson, Brenda S. Stile, Stephen W.
Educational Placements for Graduates of Pre-
school Programs for Students with Developmen-
tal Disabilities: A Rural-Urban Comparison.

Pub Date—Mar 90

Note—17p; Paper presented at the Rural Education Symposium of the American Council on Rural

Special Education and the National Rural and Small Schools Consortium (Tucson, AZ, March 18-22, 1990).

Pub Type— Reports - Research (143) — Numerical/Quantitative Data (110) — Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Avail-
able from EDRS.

Descriptors—Developmental Disabilities, *Early Childhood Education, *Mainstreaming, *Rural Urban Differences, *Special Education, *Student Placement

Identifiers—*New Mexico, Washington

This paper examines the first educational placement and current placement for 1068 New Mexico students who graduated from special education preschool programs, 1987-1989. All subjects met eligibility criteria for the developmentally disabled and were divided evenly between rural and urban districts. With regard to initial placements, 9% of subjects graduated to regular classroom settings, 40% graduated to regular education with some support, and 51% graduated to self-contained special education classrooms. For current placements, 11% were in regular classrooms with no support, 35% were in regular classrooms with some support, and 54% were in self-contained special education classrooms. Stability of initial placement was 84%. These results are similar to those of a 1988 Washington study. Comparison of initial placements in rural and urban districts found that 43% of rural students graduated to regular classrooms with some support, compared to 32% of urban students, while 36% of rural students graduated to self-contained special education classrooms, compared to 59% of urban students. One percent of urban students and 11% of rural students graduated to unspecified ("other") placements. This paper contains seven data tables and three figures. (SV)

ED 337 310 RC 018 194

Thurston, Linda P. Stone, Darla
High Tech in the Heartland: Teachers Designing
Computer Activities for Rural Classrooms.

Pub Date—Mar 90

Note—11p; Paper presented at the Rural Education Symposium of the American Council on Rural Special Education and the National Rural and Small Schools Consortium (Tucson, AZ, March 18-22, 1990). Poor quality type.

Pub Type— Reports - Descriptive (141) —
Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Class Activities, *Computer Literacy, Computer Uses in Education, *Distance Education, Elementary Education, Experiential Learning, Higher Education, *Inservice Teacher Education, *Rural Education, Small Schools

Identifiers—Kansas

Rural teachers have few opportunities to learn specific strategies for developing computer literacy among boys and girls in their classrooms. This paper describes an inservice program for rural Kansas teachers that taught skills such as programming, software evaluation, word processing, building a database, and creating lesson plans that involve software. The training was delivered via a statewide audio teleconferencing system and a "traveling" classroom. After basic computer skills training, the teachers designed and implemented gender-equitable computer strategies in their upper elementary and middle school classrooms. During the semester, most teachers improved their students' access to computers, and many became the primary resource person for computers in their schools. Class activities and projects included: (1) an inter-school game of Trivial Pursuit over the electronic bulletin board; (2) cooperation in story writing between learning disabled classes in two schools; (3) computer literacy students teaching older math students to create geometric figures using Logowriter; (4) computer literacy students creating a dinosaur database and teaching younger students to use it; (5) a mother-daughter breakfast and computer session; and (6) a parents' night, with students teaching parents computer skills. Included are examples from a teacher journal on computer uses, and results from a survey of student computer attitudes. (SV)

ED 337 311 RC 018 195

Nichols, Joyce
R.I.P.—The Deadly Art of Team-Teaching with a
Talking Head.

Pub Date—Mar 90

Note—6p; Paper presented at the Rural Education Symposium of the American Council on Rural

Special Education and the National Rural and Small Schools Consortium (Tucson, AZ, March 18-22, 1990).

Pub Type— Speeches/Meeting Papers (150) —
Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Distance Education, Educational Technology, Grade 7, Grade 8, *High Risk Students, Junior High Schools, Middle Schools, *Remedial Reading, Rural Schools, Teacher Responsibility, Teaching Methods, *Team Teaching, Telecourses, *Television Teachers

This paper describes a teaching approach in which a middle school classroom teacher and a team-teacher by satellite present a course in Basic English and Reading for remedial reading students in grades 7-8. The team-teacher at Oklahoma State University is a "talking head" who teaches on television. The television portion of the course, "Reading in Progress," was created to serve rural and small schools that do not offer Reading or Basic English beyond 6th grade. "Reading in Progress" is received by satellite 2 days a week. The other 3 days, the students work on reading and writing activities, many of which are on computer. The team-teacher plays the roles of the course designer, audiovisual broker, and television presenter. Although the main responsibility of the classroom teacher is encouraging and motivating students, the teacher also reviews completed assignments, records grades, and works with individual students on their particular problems with course content. It is concluded that the course has been successful for the following reasons: (1) it has a regular pattern so students know what to expect; (2) it has a non-judgmental atmosphere due to the technological mode of presentation and a grading system that rewards the amount of work attempted, as well as the quality of the work; (3) it includes activities that build self-esteem; and (4) it has set boundaries for the skills that need to be learned. (KS)

ED 337 312 RC 018 196

Marshall, Peter And Others
Building Partnerships towards Dropout Preven-
tion: A Case Study of the West Virginia Univer-
sity School Dropout Prevention Task Force.

Pub Date—Mar 90

Note—8p; Paper presented at the Rural Education Symposium of the American Council on Rural Special Education and the National Rural and Small Schools Consortium (Tucson, AZ, March 18-22, 1990).

Pub Type— Reports - Evaluative (142) —
Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Dropout Prevention, *Educational Cooperation, Elementary Secondary Education, *Rural Education, *School Community Programs, School Community Relationship, State Surveys

Identifiers—*Partnerships in Education, Task Force Approach, *West Virginia

In 1988 West Virginia University established a task force to evaluate possible strategies for a statewide dropout prevention program. An emerging focus of the task force is the creation of similar task forces at the local level that would make dropout prevention a community responsibility and build community partnerships to provide a comprehensive approach to the problem. Community task forces would be organized by county extension agents and would include parents and representatives of the school system, community agencies, voluntary organizations, and local businesses. A statewide survey assessing current dropout prevention policies and practices was completed by 45 of West Virginia's 55 county school systems. Eleven specific measures deemed to be representative of a comprehensive dropout prevention program were routinely undertaken in 62% of elementary schools (n=27) and in 91% of high schools (n=33). Staff development activities related to dropout prevention were reported by 44% of counties, and prevention activities by community organizations were reported by 53%. Dropout activities were assessed as effective or very effective by 44% of counties. The most frequently mentioned factor that could improve the dropout situation was additional counselors, particularly at the elementary level. Respondents identified 43 exemplary programs related to dropout prevention, which will be incorporated into a resource guide. These programs frequently demonstrate the connection between school skills and life skills. (SV)

ED 337 313 RC 018 197

Jolly, Deborah V.

Adjusting the System Instead of the Individual To Meet Student Needs.

Pub Date—Mar 90

Note—11p; Paper presented at the Rural Education Symposium of the American Council on Rural Special Education and the National Rural and Small Schools Consortium (Tucson, AZ, March 18-22, 1990).

Pub Type—Information Analyses (070)—Reports - Descriptive (141)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Demonstration Programs, *Educational Change, *Educational Cooperation, Educational Improvement, Elementary Secondary Education, *Mainstreaming, *Regular and Special Education Relationship, *Rural Education, Rural Schools, Special Education

Identifiers—Student Support Services, *Teacher Cooperation

In many areas in the United States the educational scene now comprises two separate systems; one designed to meet the needs of the "normal learner," and the other consisting of a maze of legislated assistance programs for the "special learner." However, there are not two distinct types of students. What is needed is a unified system of education in which general and special education resources are merged to provide for individual differences among all students while conserving human and fiscal resources wasted in a double system. The Southwest Educational Development Laboratory has established demonstration sites at five low income, rural schools to explore strategies for total school improvement. At these schools, a common schoolwide knowledge base was developed through professional development for all administrators and teachers on effective schools research, the school improvement process, team building, and methods to increase student success. Inservice training was provided on attention deficit disorders, learning difficulties, behavior management, at-risk strategies, teacher assistance teams, and cooperative learning. Teams were formed to address improvement issues and identify special student needs within regular education. One team provided direct assistance to any student not experiencing success, with the focus on the specific student problem, not labeling and program placement. Support systems for students included peer tutoring and a buddy system between teachers and at-risk students. The special education teacher assumed the role of support facilitator for regular educators and the mainstreaming process. This paper contains 28 references. (SV)

ED 337 314 RC 018 198

Fire, Nancy

Rural Health Care for Children with Special Health Care Needs: Results of the 1989 National Bureau of Maternal and Child Health Survey.

Spons Agency—Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Bureau of Maternal and Child Health and Resources Development.

Pub Date—Mar 90

Note—10p; Paper presented at the Rural Education Symposium of the American Council on Rural Special Education and the National Rural and Small Schools Consortium (Tucson, AZ, March 18-22, 1990).

Pub Type—Reports - Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Administrative Problems, *Child Health, Children, *Community Health Services, Community Problems, Delivery Systems, Family Problems, Financial Problems, *Health Programs, *Rural Areas, Social Problems, Transportation

This paper contains preliminary findings from a 1989 survey of over 400 rural health programs serving chronically ill, handicapped, or high-risk children. Respondents identified major problems affecting service delivery. Follow-up research is continuing, but present data indicate that transportation problems, for both clients and staff, will probably have the highest ranking. Other frequently reported problems were: (1) issues related to recruitment, retention, and training of personnel; (2) limited program capabilities due to lack of stable funding, escalating medical costs, demands for documentation of services, and time demands; (3) inadequate referral sources in the community and

insufficient locally-based resources; (4) family reluctance to utilize services, poor provider-family communications, cultural and language barriers, and social problems such as poverty and illiteracy; (5) lack of skilled physicians, physician unwillingness to accept children with special needs or low-income clients, and slow diagnostic and referral mechanisms; (6) lack of public awareness about how to identify and refer a child with special needs; (7) need for case management, interagency service coordination, and family and child follow-up; (8) need for articulated and coordinated state-regional-local systems; and (9) lack of access to tertiary (specialized) services. Program strategies developed to address these problems are listed. (SV)

ED 337 315 RC 018 199

Martin, William E., Jr. And Others

Meeting Northern Arizona's Supported Employment Training Needs.

Pub Date—Mar 90

Note—10p; Paper presented at the Rural Education Symposium of the American Council on Rural Special Education and the National Rural and Small Schools Consortium (Tucson, AZ, March 18-22, 1990).

Pub Type—Reports - Descriptive (141)—Reports - Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Interviews, Job Skills, *Job Training, *Needs Assessment, Postsecondary Education, *Supported Employment

Identifiers—Arizona (North), *Job Coaches, *Training Needs

In 1989 Northern Arizona University established a Supported Employment Training Center (SETC) to increase the number of trained job coaches in northern Arizona and provide knowledge and skills in supported employment to personnel from cooperating schools and agencies. First-year SETC activities focused on assessment of the training needs of supported employment staff in northern Arizona service programs. Structured interviews were conducted with 52 program personnel (administrators and job coaches) and 21 employers involved with programs. The highest ranked training needs were: (1) for administrators: employee training, and job and task analysis; and (2) for job coaches: applied behavioral analysis, and job retention techniques. The topic ranked highest by cooperating employers was the job coach's relationship with employees, employers, and families, followed by job development and marketing and promoting public awareness. Job coaches had minimal or no techniques and skills that they lacked. Job coaches had minimal or no formal job coach education and limited inservice training. In addition, low salaries and lack of a career path offered little incentive to remain in the field. SETC staff used the results of the needs assessment to develop training topics, which were then offered to participants through college classroom instruction, supervised practice, teleconferencing, videotape instruction, and 1-day workshops. Recommendations are offered for a career path for supported employment personnel, involving certification and associate and bachelor degree programs. This paper contains approximately 10 references. (SV)

ED 337 316 RC 018 200

Candler, Ann C. And Others

The Role of Social Skills Training in a Comprehensive Prevention/Rehabilitation Substance Abuse Program.

Pub Date—[Mar 90]

Note—11p; Paper presented at the Rural Education Symposium of the American Council on Rural Special Education and the National Rural and Small Schools Consortium (Tucson, AZ, March 18-22, 1990).

Pub Type—Guides - Non-Classroom (055)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Computer Assisted Instruction, Computer Software, Distance Education, Drug Education, Elementary Secondary Education, Interactive Video, *Interpersonal Competence, *Prevention, *Rural Education, *Substance Abuse

Identifiers—*Social Skills Training

Substance abuse is pervasive in both rural and urban settings. Previous attempts to educate America's youth as to its dangers have not reduced the numbers of adolescents involved in the drug culture. The assertiveness-based "Just Say No" campaign

attempts to counter peer pressure to use drugs, but is hampered by our society's encouragement of conformity. Traditionally, our children have not been taught the assertiveness, problem-solving, and decision-making skills required to "say no." Research indicates that many drug users exhibit social skills deficits, although it is unclear whether drug use is enhanced by such deficits or causes them. A number of commercial programs are available to remediate the social skills deficits identified in school-aged drug users. Two methods that may be particularly useful for disseminating such information in rural schools are computer-assisted instruction and interactive video. This paper reviews ways to use computers, interactive video, and multimedia systems to teach social skills and drug education curricula. Hardware requirements and commercially available software, as well as ideas for custom-designed programs are described. Distance learning systems are briefly discussed as an alternative to traditional teaching methods. A bibliography contains 25 references. (SV)

ED 337 317 RC 018 207

Green, Jennie Spencer Sancho, Anthony R.

Meeting the Challenge of Rural Dropout Students: Making a Difference through Parent-School Collaboration.

Pub Date—Mar 90

Note—12p; Paper presented at the Rural Education Symposium of the American Council on Rural Special Education and the National Rural and Small Schools Consortium (Tucson, AZ, March 18-22, 1990).

Pub Type—Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Elementary Secondary Education, High Risk Students, *Parent Influence, *Parent Participation, *Parent School Relationship, Parent Student Relationship, Parent Teacher Cooperation

In recent years, educators have recognized the importance of effective parent and community partnerships for improving school participation of at-risk students. A survey of six southwestern states showed that parent and educator attitudes toward parent involvement were positive, but that little teacher training in this area was occurring and that educators often frustrated enthusiastic parents by relegating them to traditional roles such as school supporter or audience. A series of Wisconsin studies confirmed that: (1) the family provides the primary educational environment; (2) parent involvement improves student achievement; (3) parent involvement is most effective when it is comprehensive, long-lasting, and well planned; (4) parent involvement is beneficial in high school, as well as in the lower grades; (5) low-income and minority students have the most to gain, but parents do not have to be well educated to be involved; and (6) the interconnections among home, school, and community are important. School programs aimed at increasing parent involvement require site-specific development and leadership and should be sensitive to student development stages, the changing nature of American families, and the particular needs of the local population. Parents can serve as valuable resources in the education of their children as teachers, as partners in educational decisionmaking, and as community representatives. Strategies for implementing parent-school partnerships could involve parent education, giving parents follow-up assistance, allowing parents to take the initiative, or allowing parents to make recommendations. (SV)

ED 337 318 RC 018 208

Valentine, Nancy L.

Youth-At-Risk and 4-H: Partners in Success. An Evaluation of a County 4-H Drop-Out Prevention Model.

Pub Date—Mar 90

Note—9p; Paper presented at the Rural Education Symposium of the American Council on Rural Special Education and the National Rural and Small Schools Consortium (Tucson, AZ, March 18-22, 1990).

Pub Type—Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Attitude Change, Behavior Change, *Dropout Prevention, Elementary Education, Extension Education, *High Risk Students, *Potential Dropouts, Program Evaluation, Student Attitudes, Student Behavior, *Student Improvement

Identifiers—*4 H Programs

The West Virginia University Cooperative Extension Service developed a 4-H curriculum designed to provide targeted potential school dropouts with opportunities to develop specific skills. These included decisionmaking, parliamentary procedure, group processes, public speaking, leadership, and life skills. In addition, participants would have successful, noncompetitive learning experiences that were experiential. The extension agent developed and updated curriculum content, schedules, and training materials; secured funding; recruited, trained, and supported volunteers and school personnel; developed evaluation tools; and conducted formal and informal evaluations. During the third year of the project (1988-89), the program reached approximately 150 Marion County (West Virginia) students in grades 3-5 who had been identified by school personnel as potential dropouts. At the end of the year, each participant was evaluated by volunteer group leader, classroom teacher, and self. The program was successful in having positive effects on the skills, attitudes, and knowledge of high-risk students. The positive things happening in the 4-H club also transferred into regular classroom work and attitudes. The program had a positive influence on most participants in the areas of school and community or church activities, leadership roles, task completion, self-esteem, respect for authority, attitude toward school, cooperation with group, responsibility, communication skills, peer relationships, school success, willingness to try, following directions, and self-control. (SV)

ED 337 319 RC 018 210

Peterson, Daniel L. Williams, David A.
PALS: An Advanced Technology Literacy Experiment with Delinquent Youth.

Pub Date—Mar 90

Note—15p; Paper presented at the Rural Education Symposium of the American Council on Rural Special Education and the National Rural and Small Schools Consortium (Tucson, AZ, March 18-22, 1990).

Pub Type—Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Attitude Change, Behavior Change, *Computer Assisted Instruction, Courseware, *Delinquency, *High Risk Students, Literacy Education, Phonics, Program Evaluation, Reading Comprehension, Reading Improvement, *Reading Instruction, Secondary Education, Student Attitudes, Student Behavior, *Student Improvement

Identifiers—IBM InfoWindows, *Principle of the Alphabet Literacy System

In 1987, Northern Arizona University's Center for Excellence in Education agreed to provide computer assisted reading instruction for juvenile delinquents experiencing academic difficulties. An interactive instructional program was used that incorporates the Principle of the Alphabet Literacy System (PALS) with the IBM InfoWindow system. PALS lessons teach phonemic spelling and are constructed around a fable that dramatizes the power of the written word. Most of the students referred to the project were junior high males with below grade level achievement and low self-concept. The 56 students who completed the 20-week training averaged gains of 1.2 grade levels in reading comprehension and phonics skills. The most significant reading comprehension gains were made by students who were most at-risk academically. Students also gained in keyboard and computer skills. Students whose reading skills improved noticeably also improved in self-concept. However, the students did not report reading more or enjoying school more. Probation officers, parents, teachers, and students reported positive effects of the program on student attitudes and behavior at home and in school. While PALS was not markedly successful with all students, it did have a positive and dramatic impact on about 30% of participants. With such a high risk group, this success rate may be quite satisfactory. This paper contains data tables and figures. (SV)

ED 337 320 RC 018 211

Richardson, John C.
A Rural Perspective of the States' Comprehensive System of Personnel Development Plans.

Pub Date—Mar 90

Note—15p; Paper presented at the Rural Education Symposium of the American Council on Rural Special Education and the National Rural and Small Schools Consortium (Tucson, AZ, March

18-22, 1990).

Pub Type—Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Educational Planning, Elementary Secondary Education, Federal Aid, Grantsmanship, Higher Education, *Rural Education, Rural Schools, Small Schools, Special Education, *Special Education Teachers, *Staff Development, *Statewide Planning, *Teacher Education

Identifiers—*Comprehensive System of Personnel Development, States (Geopolitical Regions)

The Education for All Handicapped Children Act of 1975 calls for each state to develop and implement a comprehensive system of personnel development (CSPD) to train special education personnel. Support for training activities has depended heavily on federal funds. However, in 1988, the basis for allocation of federal funds to such training activities was changed from applicant need and the quality of the grant application to the state's proportionate share of the national handicapped school population. In order to formulate a rural perspective on this issue, the CSPD plans of 43 states, 4 territories, and the District of Columbia were examined for references related to improving services to rural, small, or isolated schools. Also noted were the agencies responsible for CSPD operations; any intrastate organization structure; and any reference to rural, small, or isolated school factors. Twelve plans contained no rural references. Strategies are suggested to improve the competitiveness of training grant proposals from rural, small, or isolated school districts. (SV)

ED 337 321 RC 018 212

Reetz, Linda J. And Others
Good Bye, Good Luck, Good Life: Are We Preparing Students with Handicaps for Successful Post-School Outcomes in South Dakota?

Pub Date—Mar 90

Note—11p; Paper presented at the Rural Education Symposium of the American Council on Rural Special Education and the National Rural and Small Schools Consortium (Tucson, AZ, March 18-22, 1990).

Pub Type—Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Educational Needs, *Education Work Relationship, Higher Education, Individualized Education Programs, Postsecondary Education, *Rural Education, School Size, Secondary Education, *Special Education, Special Education Teachers, State Surveys, *Teacher Attitudes, *Transitional Programs

Identifiers—*South Dakota

In response to findings that 50-80% of handicapped adults nationwide are unemployed, the state of South Dakota has mandated transition planning for handicapped secondary students. A statewide mail survey examined the awareness and attitudes of special education teachers about the need for transition services, the extent of current teacher training in transition, and the availability of post-secondary options in communities. Among 130 respondents, over 70% reported a need for formal transition planning as part of the IEP process and a need for goals for handicapped students in both employment and daily living skills. However, many teachers questioned the need for formal transition planning for high school students with learning disabilities. Almost all teachers agreed that cooperative agreements between adult services and public schools were critical to facilitating effective services and outcomes. About 74% of respondents felt that their preservice teacher education had not prepared them to assist students in transition to adult life, and 42% had had no in-service training in the area of transition. There were few differences between teachers in large and small schools, the most notable being that teachers in small schools reported far fewer options for post-secondary employment, housing, and technical training for the handicapped in their communities than did teachers in large schools. This paper contains tables and charts. (SV)

ED 337 322 RC 018 213

Leaseburg, Melinda G. And Others
Inventory of Personal Skills for Achievement: Validity and Reliability Study of an Instrument for Identifying Educationally At-Risk Junior [High] School Students.

Pub Date—Mar 90

Note—18p; Paper presented at the Rural Educa-

tion Symposium of the American Council on Rural Special Education and the National Rural and Small Schools Consortium (Tucson, AZ, March 18-22, 1990), small type.

Pub Type—Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Educational Diagnosis, Factor Analysis, *High Risk Students, Intermediate Grades, Junior High Schools, *Junior High School Students, Potential Dropouts, *Rural Urban Differences, *Screening Tests, Test Reliability, *Test Validity

Identifiers—*Inventory of Personal Skills for Achievement

This paper describes the development and test of an early-warning instrument for identifying at-risk students aged 10-15. A statistically sound test to identify at-risk high school students existed in the Personal Skills Map-Adolescent version (PSMA-A). This study used a modified version of PSM-A, which was renamed Personal Skills for Achievement (IPSA). IPSA evaluates students in four domains: school, home, peer relationships, and internal dialogue. IPSA was administered to 4,300 students in Grades 5-8 from 26 schools in 8 states. Both rural and urban schools were represented that contained populations of White, Black, Hispanic, Asian, and American Indian students. Responses were analyzed using principle components varimax factor rotation and univariate analysis of variance. IPSA was found to be a valid and reliable instrument to use with this population. The original 11 sub-scales of PSM-A were regrouped via the factor analysis into nine new factors with reliability of .53-.98. These factors were labeled malfunctioning, stress and control issues, need to change, decision and time management, anger regulation, striving attitudes, friendship dilemma, peer influence, and crisis potential. The internal consistency of IPSA was .95 on its 189 questions. IPSA differentiated students in regular classrooms from educationally at-risk students on six of the nine factors, and from special education students on eight factors. Rural students were significantly different from urban students on four factors and showed greater variability (standard deviation). This paper contains 63 references. (SV)

ED 337 323 RC 018 214

Bolster, Sharon J.
Collaboration on Curriculum.

Pub Date—Mar 90

Note—11p; Paper presented at the Rural Education Symposium of the American Council on Rural Special Education and the National Rural and Small Schools Consortium (Tucson, AZ, March 18-22, 1990).

Pub Type—Reports - Evaluative (142) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Cooperative Programs, *Curriculum Development, Educational Cooperation, Elementary Education, *Faculty Development, High Risk Students, *Institutional Cooperation, Program Evaluation, *Rural Schools, School Districts, *Teacher Developed Materials, Teacher Workshops

Identifiers—Arizona

Common strategies to assist at-risk students are remediation and special programs, but these strategies are difficult to accomplish in small rural schools. A more effective strategy for rural school districts may be to improve curriculum and teacher instructional skills, but curriculum development is labor intensive. This paper examines a collaborative curriculum development project between the Arizona Department of Education, three rural school districts, and the Far West Laboratory, and focuses on one project objective: to involve districts cooperatively in the process of curriculum development, field testing, and shared feedback. During 1987-88, three workshops were held to train district teachers to translate Arizona essential skills in language arts into daily lessons and units of study and to revise curriculum units on the basis of field testing and shared feedback. Participating districts expected the following outcomes: (1) a staff trained and experienced at unit development; (2) a collection of units for field testing; (3) curriculum units revised on the basis of shared feedback; and (4) stronger contacts with other districts. Teacher and administrator evaluations confirmed that these objectives were achieved. Twelve language arts units for Grades K-4 were developed and field tested during the project.

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In addition, teacher morale, motivation, and collegiality were enhanced. Factors contributing to the project's success included careful selection of participating districts and teachers, setting the stage through workshop logistics, and team building. (SV)

ED 337 324 RC 018 215

Compton, Betty R. Hughes, John

Reducing Rural School Dropout through the Adolescents-in-Need Model.

Pub Date—Mar 90

Note—10p; Paper presented at the Rural Education Symposium of the American Council on Rural Special Education and the National Rural and Small Schools Consortium (Tucson, AZ, March 18-22, 1990).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Adolescents, *Dropout Prevention, *Early Parenthood, *High Risk Students, Rural Areas, *Rural Education, Rural Youth, School Community Programs, Secondary Education, Youth Problems, Youth Programs

Identifiers—*North Carolina (Orange County)

Based in rural northern Orange County (North Carolina), the Adolescents-in-Need Project began in 1981 as a joint effort of the school district, the University of North Carolina at Chapel Hill School of Medicine, and community agencies. Project goals focused on preventing untimely events in the lives of teenagers, and included helping adolescents to delay first or repeat pregnancy, complete their education, develop lifestyle and parenting skills, and secure safe nurturing living arrangements. Referrals were made on the basis of expressed concern and did not require explicit definition. From 1981 to 1988, the county pregnancy rate for 15- to 19-year-olds dropped from 6.2% to 4.2%, while the school dropout rate improved from 10.5% to 6.7%. Over 60% of the high-risk adolescents served by the project remained in school; among dropouts, 5% obtained a GED and 57% found productive employment. Major program strategies aimed at: (1) improving communication and negotiating conflicts between teens and their parents; (2) developing a close working relationship with the school system; (3) identifying community services and improving access to services for adolescents; (4) involving male partners of pregnant teens and teen mothers; (5) improving day care services for teen mothers attending school; (6) assisting teens to find employment; (7) assisting with transportation; (8) coordinating with special programs available to adolescents; and (9) providing one-on-one time and support to teen mothers and developing peer support groups. (SV)

ED 337 325 RC 018 216

Vaughan, Marianne Morris, Pamela Bell

The Rural Southwest in the Year 2002: Implications for Educational Policy.

Pub Date—21 Mar 90

Note—10p; Paper presented at the Rural Education Symposium of the American Council on Rural Special Education and the National Rural and Small Schools Consortium (Tucson, AZ, March 18-22, 1990).

Pub Type—Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Educational Needs, Educational Planning, Elementary Secondary Education, *Needs Assessment, Regional Planning, *Rural Education, Rural Schools, Small Schools, Statewide Planning

Identifiers—*Forums, *United States (South Central)

As part of a 3-year school improvement project, the Southwest Educational Development Laboratory conducted statewide issues forums in five states to examine the conditions and needs of rural and small schools. Pre-forum teleconferences were held with advisors in each state to generate prioritized lists of rural educational issues. Advisors gave the highest priority to the following issues: Arkansas, identifying and publicizing strengths of rural schools; Louisiana, developing leadership for parent involvement programs; Oklahoma, middle schools issues; New Mexico, increasing attention to and resources for rural small schools; Texas, impact of educational leadership on policy and economic decisions. Issues forums were attended by legislators; state officials; and representatives of educational agencies and organizations, businesses, and institu-

tions of higher education. Participants were assigned by role to groups and used the nominal group technique to identify priorities for rural education and develop an action plan to address each top priority. Although teleconference issues were related to priorities identified by forum participants, none was among the overall top five priorities identified. Such differences in outcomes supports the idea of expanding the interest groups involved in educational policy and decision making. The top priority for the region and for two states was securing adequate funding for rural education. The next four regional priorities were a well balanced, relevant, community-related curriculum; economic development; community support and involvement; and public recognition of economic trends and the role of education. (SV)

ED 337 326 RC 018 217

Prather, J. Preston

Techniques for Promoting Intellectual Self-Confidence among At-Risk Science Students in Rural and Small Schools.

Pub Date—Mar 90

Note—11p; Paper presented at the Rural Education Symposium of the American Council on Rural Special Education and the National Rural and Small Schools Consortium (Tucson, AZ, March 18-22, 1990).

Pub Type—Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Concept Formation, *Concept Teaching, Elementary Secondary Education, Experiential Learning, *Misconceptions, Rural Education, Science Education, *Science Instruction, *Scientific Concepts, *Teaching Methods

Most students enter their first formal science courses with intelligently conceived and sophisticated concepts of science. Some of these may be compatible with the principles of modern science, but others may be incorrect, inadequate, outdated, or otherwise unacceptable. Conceptual frameworks based on intuitive misperceptions, naive inferences, incorrect logic, or misinformation constitute a threat to further science education. Many studies have found evidence of widespread scientific misperceptions among young children, high school and college students, college graduates, and even science teachers. Examples, include ideas about the relation of force and motion similar to medieval or Aristotelian theories, and outdated concepts of time, space, and photosynthesis. Some misconceptions are so intuitively satisfying and so ingrained that they are not easily displaced by later science instruction. Diagnostic techniques and skills can enable teachers to identify their own misconceptions and help students articulate and unlearn scientific preconceptions without undermining their intellectual self-confidence and receptivity to science learning. Many rural and small schools do not have the resources to deal with this problem. Some simple experiential techniques to help students articulate what they believe about natural phenomena include the "Tennessee Teaching Machine" (force and motion), "World on a String" (space), and "Plant Diet" (photosynthesis). A rationale for a constructivist approach to science instruction is presented, based on theories of Piaget and Ausubel. This paper contains 20 references. (SV)

ED 337 327 RC 018 218

McIntosh, Dean K. And Others

Warning: All Children at Risk! Early Identification of At-Risk Students in Rural and Urban Settings.

Spons Agency—South Carolina Commission on Higher Education, Columbia.

Pub Date—Mar 90

Note—11p; Paper presented at the Rural Education Symposium of the American Council on Rural Special Education and the National Rural and Small Schools Consortium (Tucson, AZ, March 18-22, 1990).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Classroom Environment, *Educational Diagnosis, Elementary Education, Elementary School Students, *High Risk Students, Labeling (of Persons), *Potential Dropouts, Self Fulfilling Prophecies, Student Behavior, *Student Characteristics, *Teacher Attitudes, Teacher Student Relationship

Identifiers—Empowerment, South Carolina

Third- and fifth-grade teachers in four South Carolina elementary schools identified certain students as potential high school dropouts, and indicated factors affecting their predictions for these students. Ethnographic interviews were conducted with the teachers and with 40 identified students and their parents. About 17% of sampled students were identified as potential dropouts, compared with the actual statewide school-leaving rate of 38%. The factors most frequently cited for individual children were student attitude and emotional state, ability and achievement, and home/environmental factors. The at-risk group as a whole displayed 16 tendencies, but none of these variables discriminated reliably between identified and non-identified children. Interview data suggest that identified children had not learned to "play the game," that is, had not cultivated appropriate teacher-pleasing behaviors. An examination of school practices produces an overall impression of fairly rigid procedures and lack of communication channels between teachers and students and between teachers and parents. Homework was mostly drill and rarely involved creativity or higher-order thinking skills. Instruction tended to be homogeneous with little attention to the learning needs of individual students. Teachers, parents, and students all conveyed a sense of powerlessness within the system. This paper urgently recommends that schools not attempt to label elementary school children as being at-risk. Rather than labeling children and attempting to provide remedial services, the schools should attempt to improve the learning environment for teachers and students alike, particularly with regard to empowerment. (SV)

ED 337 328 RC 018 219

Hartshorn, Robert L. Nelson, Ramona L.

Hands-On Science Instruction in the Rural Elementary School: A Strategy To Reduce the High School Dropout Rate.

Spons Agency—National Science Foundation, Washington, D.C.; Tennessee Higher Education Commission, Nashville.

Pub Date—Mar 90

Contract—TEI-8651464

Note—16p; Paper presented at the Rural Education Symposium of the American Council on Rural Special Education and the National Rural and Small Schools Consortium (Tucson, AZ, March 18-22, 1990).

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Attitude Change, Elementary Education, Elementary School Science, Elementary School Students, *Experiential Learning, Higher Education, *Inservice Teacher Education, *School Attitudes, Science Course Improvement Projects, *Science Education, Science Teachers, *Student Attitudes, Teaching Methods

Identifiers—*Elementary Science Education Institute

A growing body of evidence indicates that activity-based approaches to teaching science are more effective than traditional methods in producing a wide range of desirable student outcomes at all grade levels. The Elementary Science Education Institute (ESEI) was designed to train elementary science teachers in the use of hands-on science methodology. From 1987 to 1989, 27 teams of 4 educators each completed 240 hours of instruction at the University of Tennessee at Martin, followed by a year-long program of science education improvement at their schools. Data on content knowledge and attitudes were collected from 902 students of teachers in the first cycle of training and a comparison group of students whose teachers did not participate in training. After one year of instruction, ESEI students outperformed controls on content knowledge for Grades 1, 2, 4, 5, and 6, although fifth grade differences were not significant. For first and second grades, attitudes toward science instruction (as measured by forced-choice questions) improved during the year among ESEI students but became more negative among controls. However, attitudes indicated by open-ended affective questions became more negative for both groups. In Grades 4-6, while attitudes on both types of questions became more negative for both groups, ESEI students had better attitudes than the comparison group in fourth and sixth grade, and controls had better attitudes in fifth grade. (SV)

ED 337 329 RC 018 221

Pickett, Anna Lou

Paraprofessionals in Education: Personnel Practices That Influence Their Performance, Training Needs, and Retention.

Pub Date—Mar 90

Note—9p; Paper presented at the Rural Education Symposium of the American Council on Rural Special Education and the National Rural and Small Schools Consortium (Tucson, AZ, March 18-22, 1990).

Pub Type—Information Analyses (070) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Career Ladders, Delivery Systems, Elementary Secondary Education, Inservice Education, *Job Training, Occupational Information, *Paraprofessional School Personnel, *Personnel Management, Postsecondary Education, *Rural Education, Rural Schools, School Districts, *Special Education

Identifiers—*Training Needs

Increasingly, schools are turning to paraprofessionals to supplement the administrative and instructional functions of teachers. Because of their roots in the community, paraprofessionals are a special human resource for rural and small school districts, while permitting such districts to address the needs created by educational reforms, federal and state mandates for services, and chronic teacher shortages. Besides participating in all phases of the instructional process, paraprofessionals now are deployed in related service areas, including speech therapy, physical and occupational therapy, crisis intervention for students with behavioral and emotional problems, early intervention and preschool programs, and case management. Meanwhile, the teacher role has evolved to include the function of manager of multiple human resources such as paraprofessionals and volunteers. Confusion over the roles and functions of paraprofessionals who work alongside teachers can be avoided through well constructed job descriptions, while retention of skilled staff can be enhanced by the development of career ladders that specify structured procedures for paraprofessionals' career mobility. Systematic training for paraprofessionals should combine on-the-job coaching with formal inservice training sessions. In addition, school districts should collaborate with colleges to design preservice and inservice training programs and to develop mechanisms that would smooth the transition of paraprofessionals into teacher education programs. (SV)

ED 337 330 RC 018 237

Mendez-Morse, Sylvia E.

Partnerships for Preventing Rural School Dropouts.

Pub Date—Mar 90

Note—11p; Paper presented at the Rural Education Symposium of the American Council on Rural Special Education and the National Rural and Small Schools Consortium (Tucson, AZ, March 18-22, 1990).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Change Agents, *Change Strategies, Demonstration Programs, *Dropout Prevention, *Educational Cooperation, Educational Improvement, Elementary Secondary Education, Inservice Teacher Education, *Instructional Leadership, Leadership Training, *Rural Schools, School Districts, *Staff Development

Identifiers—*Partnerships in Education, Southwest Educational Development Laboratory

To assist low-income rural schools with school improvement and dropout prevention, the Southwest Educational Development Laboratory (SEDL) has undertaken a multi-year project at five demonstration sites. This paper shares observations and lessons learned from the experiences of the five school districts involved in SEDL's partnership strategy. The sites are small, isolated rural schools with high percentages of at-risk students, located in communities characterized by limited economic opportunities. Partnerships were formed between the school districts and the regional laboratory, state departments of education, other educational agencies, and local businesses. These partnerships targeted and addressed each school's needs. SEDL and state departments of education provided extensive inservice training for teachers, focused on improving instructional skills and strategies through the transfer of new, research-based teaching methods to the classroom. To develop instructional leadership, SEDL staff provided administrators with current

professional literature, modeled leadership behaviors associated with short- and long-term planning, and fostered administrator networking at leadership academies. Some lessons learned at the demonstration sites were that change strategies must emphasize the active involvement of teachers and administrators in shared decisionmaking and regular site-specific inservice training, and must recognize the critical leadership role of principals. (SV)

ED 337 331 RC 018 239

Freund, June Lipka, Richard

The Phi Delta Kappa At-Risk Scale: Its Composition, Meaning and Educational Implications.

Pub Date—Mar 90

Note—12p; Paper presented at the Rural Education Symposium of the American Council on Rural Special Education and the National Rural and Small Schools Consortium (Tucson, AZ, March 18-22, 1990).

Pub Type—Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Educational Practices, Elementary Secondary Education, Family Influence, *High Risk Students, *Measurement, Rural Schools, *Screening Tests, *Student Characteristics

Identifiers—Phi Delta Kappa

As part of a larger study by Phi Delta Kappa International (PDK), the PDK chapter in southeastern Kansas examined at-risk factors and "school effort" to address such factors in its geographical area. Data were obtained from the files of 270 "typical" students in Grades 4, 7, and 10 of three rural schools and from interviews with teachers, counselors, and administrators. The 45-item PDK scale developed in 1989 and two modified scales were used to analyze the data. School effort score was based on the availability of 13 instructional strategies and services. Compared to the original PDK scale, the two modified scales placed more students in the upper 25th and upper 10th percentiles; most of this difference was in the fourth grade. Many frequently occurring at-risk factors can not be altered by the school, the most frequent being mother's and father's occupation, family structure, and change of residence in the past year. The most frequently occurring alterable factors were participation in extracurricular activities and self-esteem (estimated by teacher). At-risk items related to the traditional school varied across grade levels; four that placed the student in the extremely high-risk category were number of classes failed, average grade in previous semester, parental attitudes toward education, and change of schools in the past year. The strongest correlations between "at-riskness" and school effort were found in the seventh grade for all students and in the tenth grade for the upper decile. (SV)

ED 337 332 RC 018 240

Motsinger, Hillary M.

Positive Parent Involvement Is Possible If...

Pub Date—[Mar 90]

Note—11p; Paper presented at the Rural Education Symposium of the American Council on Rural Special Education and the National Rural and Small Schools Consortium (Tucson, AZ, March 18-22, 1990).

Pub Type—Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Academic Achievement, Elementary Secondary Education, Models, Outreach Programs, *Parent Education, Parent Influence, *Parent Participation, Parents as Teachers, Parent School Relationship, *Parent Student Relationship, Parent Teacher Cooperation

Identifiers—*Task Force Approach

In this paper, a former educator, now a family counselor traces the recent history of parent involvement programs and relates his experiences in developing a rationale and model for parents' involvement in their children's education. Since the 1950s, the mutual understanding between schools and families about their shared responsibility for education has eroded. High concentrations of poorer families in some urban and rural schools contain many parents with negative attitudes toward school or without the time or skills to help their children. In addition, the numbers, in all socioeconomic classes, of single parents and families with two fully employed parents have continued to grow. The "Great Society" programs of the 1960s and 1970s had little success in involving those parents whose children needed it most. In the 1980s, influenced by research confirming the importance of the

home in school success, parent involvement efforts shifted their emphasis to specific parent behaviors in the home and the ways in which school could foster such behaviors. This paper recommends a task force approach in which teachers, parents, and community leaders act as facilitators to train and encourage parents to work with their children at home. This model can be successful if the school: (1) takes a proactive, positive attitude; (2) seeks parent input in planning and managing the program; (3) takes the program to the family in the home, neighborhood, or workplace; (4) focuses on home-based activities; and (5) respects family cultures and values. (SV)

ED 337 333 RC 018 248

Gilbert, W. Sakiestewa

School, College and University Partnership.

Pub Date—[Mar 90]

Note—5p; Paper presented at the Rural Education Symposium of the American Council on Rural Special Education and the National Rural and Small Schools Consortium (Tucson, AZ, March 18-22, 1990).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*American Indian Education, Career Guidance, *College Preparation, *College School Cooperation, *Dropout Prevention, *Educationally Disadvantaged, High Schools, Parent Participation, Reservation American Indians, Rural Education, Summer Programs

Identifiers—Arizona, *Partnerships in Education

The majority of Native American students in Arizona and New Mexico experience inferior elementary and secondary educations. They attend small rural schools with limited resources in remote locations on or near reservations. Poverty and unemployment rates are high. Northern Arizona University, the Navajo and Hopi Tribes, Northern Arizona Education Association, and the U.S. Department of Education have joined in a partnership to address these issues. The partnership supports a program to increase computer literacy and career awareness and to decrease dropout rates among rural educationally disadvantaged students. The school year component of the project features: (1) training of up to five teachers per school from seven target schools in the areas of high school retention, parent involvement, student career and personal development, and teaching of critical thinking skills; (2) on-reservation sessions to train parents to help their children academically and to deal effectively with teachers and the school district; (3) counseling and mentoring related to career and college preparation; and (4) installation of computer assisted instructional laboratories on the Navajo and Hopi reservations. The program's summer component, Nizhoni Camp, is a 5-week session at Northern Arizona University. This program introduces high school sophomores and juniors to the rigors of university life while improving specific skills identified as conducive to success in college. Nizhoni Camp's courses and workshops are described. (SV)

ED 337 334 RC 018 317

Brown, M. Kathryn Obermiller, Phillip J.

The Health Status of Children Living in Urban Appalachian Neighborhoods.

Pub Date—[Nov 90]

Note—12p; Paper presented at the Conference on Appalachia (Lexington, KY, November 6-7, 1990).

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Black Youth, *Child Health, Children, Clinical Diagnosis, Comparative Analysis, Cultural Differences, *Diseases, Elementary Education, Ethnic Groups, *Health Needs, Hospitalized Children, Primary Health Care, *Urban Youth

Identifiers—*Appalachian People, Ohio (Cincinnati), Standardized Morbidity Ratio

This study compares the health status of Appalachian children living in Cincinnati neighborhoods to that of children living in five predominantly low-income black neighborhoods and children living in the rest of Cincinnati. Age-specific, standardized morbidity ratio analyses were performed to compare the frequency of admissions to hospital and discharge diagnoses of the three groups of children between July 1, 1985 and June 30, 1990. Black and Appalachian groups were identified based on zip codes designated as having residential concentrations of these groups. Little difference was found

in hospital admission rates across the three groups. However, contrasting children 0 to 4 years old living in the Appalachian zip codes with children of the same age from the city of Cincinnati as a whole, Appalachian children were discharged more frequently from the hospital with diseases classified as viral or bacterial infections of the gastrointestinal, nervous, and respiratory systems, diseases of the genito-urinary system, injuries, and poisonings. Among the children 5 to 11 years of age, the Appalachian children were discharged more frequently with bacterial infections, diseases of the ear, digestive system, genito-urinary system, and injuries. The study concludes that children living in predominantly Appalachian zip codes have distinctive health care needs that differ from those of children living in predominantly black zip codes and in the city at large. Related public health questions include primary care facilities and preventative care. This document contains data tables and 24 references.

ED 337 335 RC 018 336

Walsh, Jan
Rural Community Library in 2001.

Pub Date—[91]
Note—5p; Paper presented at the Annual Meeting of the American Library Association (Atlanta, GA, June 27-July 4, 1991).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Access to Education, Access to Information, *Community Information Services, *Futures (of Society), Information Technology, Library Education, *Library Science, Population Trends, *Public Libraries, *Rural Areas, Social Change

This paper explores what the rural library will look like in 2001, and envisions rural information needs and the roles the library will assume to meet those needs. Demographically, the year 2001 will see an aging population, low population growth, and a rising percentage of racial minorities. Key areas of public concern will be the environment and health of the individual. Women will account for most of the growth in the labor force. Business will become more flexible allowing telecommuting, flexible work schedules, and phased retirements. The aging of the population and the growth of minority populations will reshape consumer demands and library markets. Advances in information technology will enable individuals to obtain products, services, and information that are more narrowly targeted at their individual needs. Demographic and technological changes will require more education of library staff. Continuing education, basic skills training, and provision of the Masters of Library Science program in nontraditional locations or with nontraditional methods will be crucial in 2001. Vision, strategic thinking, and planning will be indispensable. Barriers to obtaining further education are geographic isolation, financial constraints, and family commitments. Universities need to use technology to offer accessible education programs. Staff, library boards, and library funding agencies need to recognize the importance of training in a world where knowledge will become swiftly outmoded. (KS)

ED 337 336 RC 018 353

Richardson, John G.
Building Staff Competencies and Selecting Communications Methods for Waste Management Programs.

Pub Date—[90]
Note—11p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Education, Communications, *Delivery Systems, Extension Agents, *Extension Education, *Information Dissemination, *In-service Education, Program Development, *Waste Disposal

Identifiers—North Carolina
The Waste Management Institute provided in-service training to interested County Extension agents in North Carolina to enable them to provide leadership in developing and delivering a comprehensive county-level waste management program. Training included technical, economic, environmental, social, and legal aspects of waste management presented in five sessions. Specific objectives of the Institute were for participants to: (1) become knowledgeable about local conditions in waste management, including identifying problems and issues that need attention; (2) review and assess potential programs and strategies available for addressing the

identified problems and issues; (3) develop an action plan that focused on a major program in waste management; and (4) develop and integrate a system of evaluation throughout the process. Participants were encouraged to select specific issue areas, such as recycling programs or household hazardous waste, for development of their individual educational plans. Each participant developed a plan of action that included types of educational activities, as well as dates and specific communication techniques to be used in delivering the planned educational messages. While 37 communication techniques were identified, traditional extension delivery methods were most frequently chosen. It is suggested that extension agents select a proper mix of communications techniques to reach broader audiences. (KS)

ED 337 337 RC 018 354

Backman, Kenneth And Others
Rural and Urban Youth Programs.
Clemson Univ., SC. Regional Resources Development Inst.

Report No.—JDLH-90-001/R
Pub Date—Dec 90
Note—149p.

Available from—Regional Resources Development Institute, Clemson University, 265-B Lehotsky Hall, Clemson, SC 29634 (1-5 copies, \$14.95 each; 6 or more, \$14.00 each).

Pub Type—Guides - Non-Classroom (055) — Reference Materials - Bibliographies (131)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Abstracts, Annotated Bibliographies, *Disadvantaged Youth, *Dropout Prevention, Elementary Secondary Education, *High Risk Students, Profiles, Program Descriptions, Rural Education, Rural Sociology, *Rural Youth, Urban Programs, *Urban Youth, *Youth Programs

This publication provides a variety of information on prevention and intervention programs for rural and urban children and adolescents. Drawing from a rural sociological perspective, the introductory paper defines "rural," discusses rural-urban economic and social differences, and lists indicators of risk for rural youth. It discusses the extent of poverty in rural areas, problems of rural schools, effects of rural culture on program development and implementation, evidence of racial and sexual inequality in rural areas, and effective and ineffective educational practices. This paper contains 31 references. The publication then lists abstracts and profiles of 31 rural and 35 urban youth programs. These programs focus on dropout prevention, the problems of disadvantaged youth, exemplary programs and promising practices, enrichment activities and gifted education, early intervention, building self-esteem, and parent participation. Abstracts or annotations are presented for 9 bibliographies; 6 conference proceedings; and 37 other resources, such as books, guides, reports, and organizations. An additional 90 selected references are listed. Indexes of authors and program titles are included. (SV)

ED 337 338 RC 018 355

Balliet, Cindy
Bright Beginnings (Ayaneketgaaraat): Preschool Curriculum Guide.
Lower Kuskokwim School District, Bethel, AK.

Pub Date—May 90
Note—150p.

Available from—Lower Kuskokwim School District, Box 305, Bethel, AK 99559 (\$10.00).

Pub Type—Guides - Classroom - Teacher (052)
Document Not Available from EDRS.

Descriptors—*Alaska Natives, Bilingual Education, *Child Development, Class Activities, Classroom Techniques, *Learning Activities, Lesson Plans, Parent Participation, *Preschool Children, *Preschool Curriculum, Preschool Education, Resource Materials, Teaching Methods

This preschool curriculum was developed by a local task force in Lower Kuskokwim School District, Alaska. The task force based their work on the book "Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth through Age 8," on input from district parents of young children, and on the recommendations of a curriculum review committee. This document begins with a statement of educational philosophy and goals and an outline of program organization. The cognitive, physical, emotional, and social development of the preschool child are broken down into main components, and desired learning experiences related to each component are described along with

sample activities and resources. Also discussed are methods for meeting each child's needs, parent participation, training of teacher aides, and tips for choosing preschool books and being a successful story reader. Instructional materials and resources are provided, including recipes, craft instructions, finger plays, flannel board activities, games, dramatic play, and songs with Alaskan themes. Some instructions are also provided in Yupik. This publication contains 26 references and lists of 18 other curriculum resources and 134 books for preschool children (including 18 in Yupik). (SV)

ED 337 339 RC 018 366

Apario, Teresa, Comp.
IWGIA Yearbook 1990.
International Work Group for Indigenous Affairs, Copenhagen (Denmark).

Pub Date—91
Note—278p.

Pub Type—Information Analyses (070) — Reports - Descriptive (141) — Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Civil Liberties, *Conservation (Environment), Environmental Influences, Foreign Countries, *Indigenous Populations, *International Organizations, Natural Resources, Poverty, Rural Areas

Identifiers—*International Work Group for Indigenous Affairs, Land Claims, *Resource Management

This yearbook focuses on environmental issues and resource management as seen from the perspective of indigenous peoples. "Part I: IWGIA World" contains the International Work Groups for Indigenous Affairs (IWGIA) annual report. The report describes IWGIA's present structure and the activities of four National IWGIA groups in Sweden, Switzerland, Norway, and Denmark. It provides information on finances, visitors to the International Secretariat, and networking trips; and introduces IWGIA's publications. "Part II: The Indigenous World" deals with events and conditions affecting indigenous peoples throughout the world. This part is divided geographically to include: the Arctic regions, the Americas, Australia and Aotearoa, Asia, and Africa. "Part III: Indigenous Rights" consists of a report on the work of the United Nations Working Group on Indigenous Populations, which is currently drafting a Universal Declaration on Indigenous Rights. "Part IV: Indigenous Conferences" includes reports on two indigenous conferences, namely, the 6th Assembly of the World Council of Indigenous Peoples, and the 2nd International Indigenous Women Conference. Both conferences dealt with environmental issues. "Part V: Indigenous Focus" presents articles addressing environmental issues seen from the perspective of indigenous peoples from Africa and South America. The December 1990 IWGIA Newsletter is included. This document contains numerous maps and photographs of the areas described. (KS)

ED 337 340 RC 018 370

Your Choice: Paths to Improving Your Small Schools.

Woodland Mountain Inst., Franklin, WV.
Spous Agency—Geraldine R. Dodge Foundation, Morristown, NJ.

Pub Date—91
Note—292p; Funding also received from the John R. McCune Charitable Trust.

Pub Type—Guides - Non-Classroom (055)
EDRS Price - MF01/PC12 Plus Postage.

Descriptors—*Community Involvement, *Community Schools, Consolidated Schools, Decision Making, Educational Change, *Educational Innovation, Educational Technology, Elementary Secondary Education, Flexible Scheduling, Fund Raising, Multigraded Classes, Nontraditional Education, *Rural Schools, *School Community Relationship, *Small Schools

This book provides information and guidance to rural community members for improving their schools through community involvement. It encourages new ways of thinking about the purposes of education, the roles of schools, and methods of teaching and learning. After establishing the purpose and need for community involvement in rural small schools, the book proposes a new focus for rural schools for the 21st century, emphasizing collaboration and the process approach to learning. It addresses the advantages and disadvantages of small schools. Six chapters give examples of how schools and communities have gone about solving

their problems and achieving their goals. The last three chapters are devoted to putting goals into action. The chapter titles are: (1) Your School, Your Community, and You; (2) The New Basics; (3) Small By Choice: Wrestling with Consolidation; (4) Your Community as a Focus of Study; (5) Foxfire; (6) Schools, Business, and Development; (7) The Four-Day School Week; (8) The Multi-Grade Classroom; (9) Education and Technology; (10) Getting Organized and Gathering Information; (11) Making Decisions; and (12) Raising Funds. References and resources are listed after each chapter. The appendices provide additional information about the organization of the school system, organizations and journals that can be used as resources, the Woodlands Mountain Institute which authored the book, and guidelines to decide on what level to work. The handbook contains numerous planning and decisionmaking worksheets. (KS)

ED 337 341 RC 018 371

Davis, Beverly L. And Others

Continuous Progress with Multi-Age Grouping and Teacher Teaming: A Nongraded Implementation Guide for Small School Districts.

Spons Agency—Texas Education Agency, Austin.

Pub Date—Jun 91

Note—17p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Continuous Progress Plan, Educational Change, Educational Philosophy, Elementary Education, Financial Support, Grouping (Instructional Purposes), Individualized Instruction, *Mainstreaming, *Nongraded Instructional Grouping, Rural Schools, *Small Schools, Special Education, *Team Teaching

Identifiers—*Small School Districts

This document is a guide for small school districts that are interested in using a nongraded arrangement at the elementary school level. Nongraded recognizes that children learn at different rates and in different ways and allows them to progress as individuals rather than classes. A 4-year phase-in approach eases implementation of the nongraded system. After the phase-in period, one additional grade level should be added each year until grades K-6 are completely covered. A school-based team reviews and places students by considering the students' mental, physical, emotional, educational, and social development. Teams of two or more teachers assume responsibility for groups of learners through cooperative planning, instruction, grouping and regrouping, and student evaluation. The continuous progress approach promotes mainstreaming of exceptional students allowing teachers of special programs to serve as consulting teachers or tutors. Gifted students work at the level that best meets their needs. Suggested solutions for several problems offered, including: (1) statewide testing based on grade levels; (2) the expectation that students will receive report cards indicating their promotion to the next grade level; and (3) state reporting systems using grade categories. (KS)

ED 337 342 RC 018 372

Teachers' Link to Community Resources.

West Virginia Education Fund, Charleston.

Spons Agency—Claude Worthington Benedum Foundation, Pittsburgh, Pa.

Pub Date—May 91

Note—304p.

Pub Type—Guides - Non-Classroom (055)—Reference Materials - Directories/Catalogs (132)

EDRS Price - MF01/PC13 Plus Postage.

Descriptors—Agencies, *Community Organizations, *Community Resources, *Educational Resources, Elementary Secondary Education, Financial Support, Indexes, Public Schools, *School Business Relationship, *School Community Relationship, School Support

Identifiers—*West Virginia

This directory consists of profiles of more than 500 companies and organizations which responded to a West Virginia Education Fund survey during the summer of 1990. The purposes of the directory are: (1) to provide a reference that helps educators locate resources from business, industry and community groups; (2) to initiate and facilitate cooperation between schools and businesses; and (3) to help corporations and community organizations discover opportunities for direct involvement in improving education. Each entry includes the name of the company or organization, address, the contact person and phone number, a summary of educational services, resources, and financial aids available to

schools, and other administrative information. The directory is organized by the following general categories: (1) Arts and Cultural Organizations; (2) Community Service Organizations; (3) Educational Institutions; (4) Financial Institutions; (5) Food Services; (6) Government Agencies; (7) Manufacturers and Procedures; (8) Media and Advertising; (9) Medical and Health Services; (10) Retail Goods & Professional Services; (11) Travel and Leisure; and (12) Utilities. Also provided is an index grouping the profiles according to Regional Education Service Agency regions so teachers may easily locate educational services and resources available within their geographic areas. (KS)

ED 337 343 RC 018 373

West Virginia Education Fund: 1990 Annual Report.

West Virginia Education Fund, Charleston.

Spons Agency—Claude Worthington Benedum Foundation, Pittsburgh, Pa.

Pub Date—90

Note—80p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Annual Reports, Budgets, College Attendance, Elementary Secondary Education, *Grants, Higher Education, *Instructional Innovation, *Parent Participation, *Private Financial Support, *Professional Recognition, *School Business Relationship, School Community Relationship, Teachers

Identifiers—Counties, West Virginia, *West Virginia Education Fund

This annual report summarizes the programs and activities of the West Virginia Education Fund, an organization designed to bring the resources and expertise of the private sector together with the knowledge and creativity of the school system. The report lists recipients of grants by county, including project titles and school affiliation. The grants include: (1) Minigrants for Classroom Projects, which are small cash awards offered to public school teachers on a competitive basis to support innovative projects for which no public funds are available; (2) Parental Involvement Awards, which are competitive grants to stimulate educators and community members to work together on school-based projects to encourage parents to become more involved in the education of their children; and (3) Think College Grants, which provide funds on a competitive basis up to \$1,000 per project for educators and community members to conduct school-based projects that help increase college attendance. Also listed are Partnerships in Education that link individual schools with individual businesses or community organizations in cooperative relationships. The report describes efforts of the College Bound Program, which encourages more of West Virginia's high school graduates to attend college or other post-secondary training. Outstanding Educator Merit Awards are described and recipients are listed. The final portion of the document contains a financial report. (KS)

ED 337 344 RC 018 381

Kalkowski, Page And Others

Chapter 1 in Three Easy Steps: A Manual for Rural

Chapter 1 Teachers and Coordinators.

Chapter 1 Rural Technical Assistance Center, Portland, OR. Region 6.

Spons Agency—Department of Education, Washington, DC. Office of Planning, Budget, and Evaluation.

Report No.—TAC-B-175

Pub Date—May 91

Contract—LC90086006

Note—57p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Educationally Disadvantaged, Elementary Secondary Education, Evaluation Criteria, *Program Administration, *Program Effectiveness, Program Evaluation, Program Implementation, *Rural Education, Rural Schools

Identifiers—*Education Consolidation Improvement Act Chapter 1

This manual is designed to help rural Chapter 1 program staff effectively run their programs. Upon reviewing the history of the Chapter 1 legislation and program, the document stresses program design, evaluation, and improvement as three easy ways to understanding the Chapter 1 program. Program design should determine the district eligibility for the program, based on the number of children in poverty and the numbers of neglected or delinquent

children. A needs assessment must be conducted to the selected districts to select students and identify instructional areas, grade levels, and educational needs. Application for funds must detail the process of services and specify the desired outcomes. A 1985 survey of Chapter 1 programs provides data that characterize the effective organization and instruction of the program. To apply the model to rural Chapter 1 programs, communication among agencies and management of mobile students are crucial. Program evaluation involves appropriately administered tests for specific purposes, with particular attention to the grade level, testing cycle, and test selection and test bias. The annual review must address performance in basic and advanced skills, progress in desired outcomes, and parental involvement. Program improvement entails improvement planning at local and state levels. At local level, key teachers, administrators, parents, and consultants collaborate to: (1) identify current status of the program; (2) focus on areas that most need improvement; (3) review research of effective programs; (4) develop and implement a systematic plan; and (5) develop a monitoring and evaluation plan. This manual lists computer software for evaluation and reporting. (GGH)

SE

ED 337 345 SE 052 201

Blank, Rolf K. Dalkic, Melanie

State Indicators of Science and Mathematics Education 1990.

Council of Chief State School Officers, Washington, D.C.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date—90

Note—89p.

Available from—Council of Chief State School Officers, State Educational Assessment Center, 400 N. Capitol St., Suite 377, Washington, DC 20001 (\$12.00).

Pub Type—Numerical/Quantitative Data (110)—Reports - General (140)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Academic Achievement, Class Size, Course Selection (Students), Curriculum Evaluation, *Educational Assessment, Elementary School Mathematics, Elementary School Science, Elementary Secondary Education, Enrollment Trends, Graduation Requirements, Instructional Effectiveness, *Mathematics Education, Mathematics Teachers, Minority Group Teachers, *National Surveys, School Effectiveness, *Science Education, Science Teachers, Secondary School Mathematics, Secondary School Science, Sex Differences, Student Attitudes, Student Development, Student Interests, Teacher Certification, Teacher Characteristics, Teacher Qualifications, Teacher Student Ratio

Identifiers—*Council of Chief State School Officers, *Educational Indicators

Individual states' educational policy reforms in the 1980s were aimed at improving the quality of both science education and mathematics education in elementary and secondary schools. Many states have raised standards for teacher certification, increased course requirements for graduation, revised state curriculum frameworks, and established new and innovative methods of statewide student assessment. This report provides the first ever state-by-state data on the following six key categories of educational indicators: student outcomes, instructional time/participation, curriculum content, school conditions, teacher quality, and the level of educational equity included in the descriptions and analyses of the previous five categories. The indicators are based on two data sources. First, state departments of education collected data on students and teachers in public schools using common definitions and categories. Second, data from the Schools and Staffing Survey of the National Center for Educational Statistics were analyzed to obtain additional indicators of science and mathematics teachers. Forty-one data tables of state-by-state results are included along with concomitant analyses. The initial results provide findings that address the following policy issues with respect to science and mathematics education: (1) the amount and level of instruction in the nation's schools; (2) the effect of higher state graduation requirements; (3) the

progress being made in closing the gender gap; (4) the existing, as well as the anticipated, shortages of qualified teachers; and (5) the level of preparation for current teachers. Appendices include tables of public school course enrollments and teacher characteristics, a technical note, a directory of state course titles, and 58 references. (JJK)

ED 337 346 SE 052 204

Halvorson, Judith K. Stenglein, Sharon M.

Model Learner Outcomes for Mathematics Education.

Minnesota State Dept. of Education, St. Paul.

Pub Date—91

Note—149p.

Available from—Minnesota Department of Education, Curriculum Services Center, 70 W. Court Rd. B2, Little Canada, MN 55117 (\$5.50 MN residents; \$8.00 out of state).

Pub Type—Guides - General (050)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Computer Assisted Instruction, *Curriculum Development, Curriculum Evaluation, *Educational Change, *Educational Objectives, Elementary School Mathematics, Elementary Secondary Education, *Mathematics Curriculum, *Mathematics Education, Mathematics Instruction, Secondary School Mathematics, Teacher Qualifications, *Technological Advancement

Identifiers—Minnesota, Model Learner Outcomes, *NCTM Curriculum and Evaluation Standards

Awareness of the need for essential reforms within mathematics education evolved fundamentally as the consequence of several national reports, culminating in the documentation of this need with "Everybody Counts" in January 1989. The publication of "Curriculum and Evaluation Standards for School Mathematics" by the National Council of Teachers of Mathematics (NCTM) in March 1989 provided the direction for reform and established the vision of what mathematics education should encompass during the 1990s. This Model Learner Outcome document of the Minnesota Department of Education manifests that vision and is intended to assist schools in reviewing and updating their mathematics curriculum to reflect the expanding role of mathematics in everyday life. The document includes: (1) an enumeration of the educational values, the educational philosophy, and the tenets basic to the mission for public education of the Minnesota State Board of Education; (2) an historical perspective concerning the goals of mathematics education with emphasis on the components for reform and program-level learner outcomes; (3) an outline of essential concept-level learner outcomes that represents a common set of goals for full citizenship; (4) a structure of learner outcomes within the framework of the NCTM Standards arranged by the grade levels K-4, 5-8, and 9-12 for the development of a clear direction for the school mathematics curriculum as well as ideas on context and delivery within that curriculum; and (5) appendices including the components of mathematics education reform including the role of technology, the need for adequate teacher preparation, the quest for higher order thinking skills, and the levels and styles of individual cognitive development; a position report; an executive summary; mathematics contacts; and charts. (JJK)

ED 337 347 SE 052 213

Kiern, T. E. Prie, S. E. B.

The Characteristics of the Growth of Mathematical Understanding.

Pub Date—91

Note—9p. Paper presented at the Annual Conference of the American Educational Research Association (Chicago, IL, April 3-7, 1991).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Cognitive Development, *Cognitive Mapping, Cognitive Processes, Comprehension, *Concept Formation, Elementary Secondary Education, *Encoding (Psychology), Foreign Countries, Knowledge Level, Learning Processes, *Learning Theories, Mathematical Concepts, *Mathematics Education, Mathematics Instruction, Perception, Recognition (Psychology), Schemata (Cognition), Secondary School Mathematics, Thinking Skills

Identifiers—*Mathematics Education Research, Quadratic Equations

Given the current and widespread practical interest in mathematical understanding, particularly with respect to higher order thinking skills, curricu-

lum reform advocates in many countries cite the need for teaching mathematics with understanding. However, the characterization of understanding in ways that highlight its growth, as well as the identification of pedagogical actions that sponsor understanding, represent continuing problem areas. The focus of this report is a dynamic, multidimensional, multidirectional model for the theory of the growth of understanding within a specific individual on a specific topic. Background to this theory is provided in the companion document, entitled "A Dynamic Theory of Mathematical Understanding: Some Features and Implications." Included is a discussion of various classroom situations surrounding the topic of quadratic equations that illustrate the eight embedded levels of understanding within the model, consisting of: (1) primitive knowing; (2) image making; (3) image having; (4) property noticing; (5) formalizing; (6) observing; (7) structuring; and (8) inventing. These situational differences illustrate the various teacher-student interactions that guide the student through the eight embedded levels of understanding through the following specific processes: image doing, image reviewing, image seeing, image saying, property predicting, and property recording. (JJK)

ED 337 348 SE 052 218

Hativa, Nira

Strategies for Self-Regulated Learning from Computerized Practice in Arithmetic.

Pub Date—91

Note—20p. Paper presented at the Annual Conference of the American Educational Research Association (Chicago, IL, April 3-7, 1991).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academically Gifted, Cognitive Ability, Cognitive Processes, Computer Assisted Instruction, *Computer Managed Instruction, Creative Thinking, Critical Thinking, Divergent Thinking, Elementary Education, Elementary School Mathematics, Foreign Countries, Heuristics, Individualized Instruction, Intuition, *Learning Strategies, Mathematical Applications, Mathematics Education, Mathematics Instruction, *Pacing, Participant Observation, *Problem Solving, Qualitative Research, Teaching Machines, *Thinking Skills

Identifiers—Means Ends Analysis, *Patterns in Arithmetic, Probabilistic Reasoning, Tel Aviv Public Schools (Israel)

With respect to the innovative roles of technology within the educational realm, an important task of educational research is the investigation of how school children accommodate themselves to innovative computer-based learning environments. This paper describes the strategies and techniques employed and extended by above-average second-through fourth-grade students in a suburban Tel Aviv school within a self-paced learning environment of new arithmetic concepts and algorithms under the guidance of a widely used computer-managed learning system, the Computer-Based Practice in Arithmetic. These high-achieving students managed to provide correct responses to exercises that they did not fully understand, nor to which they had previously been exposed, by the application of resourceful problem-solving methods. Descriptions and examples are provided for the following observed student strategies: (1) analogy by recognition of a pattern within structure or notation; (2) analogy by generalization of notation, operation, or rule to novel situations; (3) synthesis of previously relevant knowledge or rules; (4) reduction of the observed difference between problem statement and problem goal through the use of means-ends analysis; (5) examination, and subsequent utilization, of special cases or examples; (6) use of heuristics to eliminate computational procedures deemed inappropriate in attempting to shorten the search for correct solutions; (7) use of probabilistic considerations when faced with a reduced list of options; (8) induction from trial-and-error procedures; and (9) acquisition of assistance outside of the computer-based learning environment. The fact that students actively learn and attain satisfactory conceptual knowledge within this system is noteworthy because the system is primarily designed to provide drill and practice as a complement to class instruction rather than being the supplement of innovative and substantive educational materials. (JJK)

ED 337 349 SE 052 230

Burton, Leone, Ed.

Gender and Mathematics: An International Perspective.

Report No.—ISBN-0-304-32279-2

Pub Date—90

Note—175p. Outcome of the Women and Mathematics Topic Area at the International Congress on Mathematics Education (6th, Budapest, Hungary, 1988).

Available from—Cassell Educational Limited, Villiers House, 41/47 The Strand, London WC2N 5JE, England (15.95 pounds).

Pub Type—Collected Works - General (020)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Classroom Environment, College Mathematics, Curriculum Development, *Curriculum Evaluation, Educational Assessment, Elementary School Mathematics, Elementary Secondary Education, *Equal Education, Foreign Countries, Higher Education, *Mathematics Achievement, *Mathematics Curriculum, *Mathematics Education, Mathematics Instruction, Occupational Mobility, Secondary School Mathematics, Sex Bias, *Sex Differences, Sex Stereotypes, Teacher Student Relationship, Teaching Methods

Identifiers—Mathematics Education Research, *Women in Science

The proportion of women gaining qualifications within the educational systems of many countries has been increasing but the disciplines within which these qualifications are obtained, and ultimately of the career tracks to which such qualifications extend, continue to be sex-biased. This volume provides a start in the identification of biasing trends, tendencies, and routines that are unnecessarily replicated as well as those corrective procedures and practices that appear to be unknowingly contradicted, thereby drawing attention to the complexity of the issues pertinent to providing equal opportunities in mathematics education. Part 1, Gender and Classroom Practice, reflects the considerable amount of work that has been done or is currently in progress on the setting within which mathematics education is encountered and its effects on those who are attempting to learn the discipline. Part 2, Gender and the Curriculum, confronts the issue of the nature of the curriculum that is comprised not only of the content of mathematics, or the syllabus, but also the interpretation of that syllabus through the materials and resources used as well as the pedagogical style invoked to define the learning experiences. Part 3, Gender and Achievement, offers an overview of sex differences relative to aspects of mathematics achievement of students in the final year of secondary school in 15 countries with data derived from the Second International Mathematics Study. Part 4, Women's Presence, gathers together and examines differing approaches concerning the presence, the encouragement, the interest, and the retention of women within the mathematical and scientific disciplines. (JJK)

ED 337 350 SE 052 239

Roth, Wolff-Michael

Aspects of Cognitive Apprenticeship in Science Teaching.

Pub Date—Apr 91

Note—29p. Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (Lake Geneva, WI, April 7-10, 1991).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Achievement, *Cognitive Development, Grade 8, Grade 10, *Inquiry, *Mentors, Problem Solving, Role Models, Science Education, Secondary Education, *Secondary School Science, *Teaching Methods

Identifiers—*Constructivism

Reports about U.S. schools have indicated the need for improvement of science teaching and learning. One of the solutions advocated calls for classroom contexts that allow for authentic practice under the guidance of teachers who model pertinent skills as practitioners in the field of study. The metaphor used to describe such teaching-learning situation is that of cognitive apprenticeship: teachers model scientific skills and coach students in their attempts to handle the practical and conceptual tools in the sciences. This paper summarizes the results of a two-part study. During the first part, the learning outcomes when grade 8 students, in small groups of two and three individuals who are framing, developing, and completing their own research

agendas, are examined. The second part of the study reports on the interactions between a gifted 10th-grade student and the researcher of this study, who acted as a mentor and a coach. An interpretive research methodology was used in both parts of the study. Underlying the study was a constructivist view of knowledge acquisition. The findings of the study are based on: direct observations of teachers and students; interviews with teachers and students; audiotaped sessions of tutoring relationship; and interviews with the tutor in the relationship. The results of this study confirm the viability of the concept of cognitive apprenticeship for science teaching and learning. The discussion addresses the issue of helping teachers to change their strategies through a change of metaphors and the issue of research based in and conducted from the school level. Forty-five references are included. (KR)

ED 337 351 SE 052 240

Crawley, Frank E. Koballa, Thomas R., Jr.
Attitude Research in Science Education: Contemporary Models and Methods.

Pub Date—Feb 91

Note—31p; Paper presented at the International Consortium for Research in Science and Mathematics Education (3rd, Merida, Yucatan, Mexico, February 1991).

Pub Type—Speeches/Meeting Papers (150)—Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Behavior Change, *Behavior Theories, *Beliefs, Models, Persuasive Discourse, *Questionnaires, Science Education, Secondary Education, *Secondary School Science, Social Influences, *Student Attitudes, Teaching Methods. Social interaction and influence have been the subject of considerable research. Examining in great detail the factors involved in social influence has enabled social psychologists to understand better the effects of persuasion, propaganda, coercion, indoctrination, and brainwashing. Out of this research has come a widespread acceptance of the pervasiveness of the persuasion process. Source and recipient, it has been shown, are actively and jointly involved in constructing a common outcome, which can take the form of changes in belief, attitude, behavior, or some combination of these. The causal link between attitude and behavior, the effects of persuasion, and the planning of intervention studies designed to promote the development of desirable attitudes and behaviors are discussed in this paper. The theory of reasoned action (TRA) is used to present a conceptual framework for linking behavior to specific antecedent variables such as personal beliefs, attitudes, social support, and intentions. Sections include: (1) "Social Psychological Models"; (2) "Research Methods"; (3) "Application"; and (4) "Conclusion". Over 40 references are provided. (KR)

ED 337 352 SE 052 241

Myeong, Jeon-ok. Crawley, Frank E.
Predicting and Understanding Korean High School Students' Science Track Choice: Testing the Theory of Reasoned Action by Structural Equation Modeling.

Pub Date—Apr 91

Note—35p; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (Lake Geneva, WI, April 7-10, 1991).

Pub Type—Reports - Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Academic Achievement, Behavior, *Behavior Theories, Career Awareness, *Career Choice, Education, Foreign Countries, High Schools, Models, *Parent Influence, Predictor Variables, Questionnaires, Science Education, *Secondary School Science, Sex Differences, *Student Attitudes

Identifiers—*South Korea

The purpose of a study was to provide some practical and theoretical suggestions to science educators in the United States and Korea who are struggling to attract more students to study science and pursue science-related careers. Two research questions were addressed: (1) What are the determinants of Korean high-school students' track choice (science versus humanities) in relation to their higher education and career pursuits? and (2) Is the theory of reasoned action (TRA) applicable to the study of track choice of Korean high school students? First-year high school students from four representative regions of Korea (n=665) participated in the study. The survey instruments were

questionnaires developed according to the guidelines of the TRA. The target behavior of interest was Korean students' choice of the science track when they completed the track application forms during the first year of high school. Predictors included the TRA model and external variables. Variables include (1) attitude; (2) subjective norm; (3) academic self-concept; (4) intention; (5) behavior; (6) sex; (7) socioeconomic status; (8) mother's education; and (9) father's education. Multiple regression and structural equation modeling were used to analyze the data. The TRA was found to be applicable for understanding and predicting track choice, with minor modifications. Subjective norm was found to exert a direct influence on the target behavior. (40 references) (KR)

ED 337 353 SE 052 242

Crawley, Frank E. Koballa, Thomas R., Jr.
Hispanic-American Students' Attitudes toward Enrolling in High School Chemistry: A Study of Planned Behavior and Belief-Based Change.

Pub Date—Apr 91

Note—29p; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (Lake Geneva, WI, April 7-10, 1991).

Pub Type—Reports - Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Behavior Change, Behavior Theories, *Beliefs, Career Choice, *Chemistry, Cultural Background, Decision Making, *Enrollment Influences, High Schools, *Hispanic Americans, Motivation, Parent Participation, Predictor Variables, Questionnaires, Science Education, Secondary School Science, Sex Differences, *Student Attitudes

The study sought to: (1) identify the determinants that motivate Hispanic-American students to enroll in high school chemistry; and (2) determine if providing belief-based information to students and their parents/guardians increases chemistry registration. The Theory of Planned Behavior (TPB) and Elaboration Likelihood Model (ELM) guided the study. Belief-based information about chemistry enrollment was collected from 69 students and was content analyzed. Once identified, the modal salient beliefs and referents guided development of the Chemistry Interest Questionnaire (CIQ), audiotaped messages, and accompanying information sheets. Messages were administered to one control and three experimental groups. One week later 598 students completed the CIQ. Shortly thereafter they registered for fall, 1990 courses. Findings support use of the TPB and ELM. Chemistry enrollment for students in the student only message group exceeded chance expectations. (24 references) (Author/KR)

ED 337 354 SE 052 244

Boram, Robert Marek, Edmund A.
The Effects of Free Exploration from Hands-On Science Center Exhibits.

Pub Date—Apr 91

Note—15p; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (Lake Geneva, WI, April 7-10, 1991).

Pub Type—Reports - Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Cognitive Development, Developmental Stages, Developmental Tasks, Elementary Education, *Elementary School Science, *Exhibits, *Experiential Learning, Field Trips, Formal Operations, Misconceptions, *Museums, Piagetian Theory, Pretests Posttests, Science Education, Science Teaching Centers, Scientific Literacy

The purpose of a study was to explore the link between conceptual understanding, free exploration of hands-on science center exhibits, and Piagetian cognitive developmental levels. In this primarily qualitative study, which is based upon interview and observational data, patterns in children's behavior relating to specific hands-on science center exhibits are described. The data gathering included selecting four exhibits, two that attempted to convey a concrete concept and two that presented a formal concept. Subjects were 45 children between the ages of 5 and 13. Each subject was interviewed and tested using a set of eight Piagetian tasks. The subjects were then divided into three categories: pre-concrete, concrete, and postconcrete. After a pretest was given, each subject was given time for individ-

ual free exploration of an exhibit. After the subjects had completed as much exploration as they deemed necessary, they were asked to explain how they thought the exhibit worked. The answers of each subject were compared with a concept statement for each exhibit. The level of conceptual understanding of the concrete concept exhibits increased with each developmental group. All groups had difficulty understanding the exhibits requiring formal thought. (18 references) (KR)

ED 337 355 SE 052 245

Brookhart, Victoria
School Science as a Rite of Passage.

Pub Date—Apr 91

Note—32p; Paper presented at the Annual Conference of the American Educational Research Association (Chicago, IL, April 3-7, 1991).

Pub Type—Reports - Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Chemistry, Classroom Environment, *College Science, *Cultural Awareness, Higher Education, Laboratories, Participant Observation, Qualitative Research, *Science Curriculum, Science Education, *Social Environment, *Teacher Student Relationship, Teaching Methods

In this paper a new conception of school science is set forth, based on the utilization of data collected in introductory college chemistry classrooms in a western university. Two sections of freshmen chemistry and several of the accompanying laboratory periods for the first weeks of the fall semester were observed. The methods of research were interpretive, requiring participant observation in science classrooms to see the moment-to-moment construction of school science by its participants. A sociocultural perspective was used to examine how teachers and students interact in the classroom and how these actions are constrained by the interpretations of larger social precepts. Sections include: (1) "Chemistry 100A: The First Lecture"; (2) "School Science-as a Rite of Passage; Separation; Transition; and Reincorporation" and (3) "Implications for Further Study." The bibliography contains 70 references. (KR)

ED 337 356 SE 052 246

Haney, Richard E.
Begin with the Nuts and Bolts of S/T/S.

Pub Date—Dec 89

Note—12p; The article, "The Nuts and Bolts of S/T/S," in *Science Scope*, v14 n5, 16-18, Feb 1991, was based on this paper.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Cooperative Learning, *Elementary School Science, Elementary Secondary Education, Experiential Learning, Inquiry, Interdisciplinary Approach, Problem Solving, *Science and Society, Science Education, *Secondary School Science, *Student Projects, *Teaching Methods, *Technology

Numerous scientific concepts and principles underlie the operation of all manufactured products. Increasingly, teachers and science educators are coming to realize that students need more investigative "hands-on" activities and they need to see some rather immediate relevancy of what they are studying if they are to study science with enthusiasm. In response to these concerns, many lessons and units in science, technology, and society (S/T/S) can be organized around such life problems as food-getting, clothing, shelter, transportation, and communication and initiated by the investigation of human-made objects. The features that such a lesson would incorporate include the following: (1) shop and laboratory facilities; (2) teaming of teachers; (3) interdisciplinary subject matter; (4) investigating learning activities; and (5) cooperative learning. (KR)

ED 337 357 SE 052 247

Fox, Shirley R.
Science in the Classroom: Two Strategies.

National Inst. for Work and Learning, Washington, D.C.

Spons Agency—GTE Foundation, Stamford, CT.

Pub Date—[86]

Note—29p.

Available from—National Institute for Work and Learning, 1255 23rd St., NW, Washington, DC 20037.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Avail-

able from EDRS.

Descriptors—Beginning Teachers, *Elementary School Science, Elementary Secondary Education, *Engineers, Higher Education, Science Education, *Scientists, *Secondary School Science, *Teacher Certification, Teacher Qualifications, *Teacher Recruitment, Teacher Shortage, Volunteer Training

Employed and retired engineers and scientists are increasingly being recognized as an underused resource for responding to the need to recruit persons to become qualified teachers of science and mathematics in elementary and secondary schools and to enrich the science curriculum. Two strategies predominate to use this resource. To increase the supply of qualified teachers, one strategy is the recruitment by schools of education of scientists and engineers seeking career change while still employed or in preparation for retirement, to enable them to become certified as full time, regular teachers. A variation of this approach, as allowed under the Education Improvement Act of 1984, is for scientists to begin teaching with provisional certification, and obtain full certification within 5 years. The second strategy, used to enrich science curriculum, is to recruit working and retired scientist and engineers, most of whom are not certified as teachers, to volunteer in science and math classrooms or in after-school activities—usually on a part-time or one-time basis. The National Institute for Work and Learning (NIWL) has surveyed a sample of programs using these strategies, which are summarized in this report. Sections include: (1) "Introduction"; (2) "Need"; (3) "Special Initiatives"; (4) "Non-Traditional Programs to Provide Teacher Certification"; (5) "Scientists as Volunteers in the Classroom"; and (6) "Conclusions and Recommendations." Appendixes provide lists of programs and contact persons (17 entries). (KR)

ED 337 358 SE 052 248

Schulke, Ruthann. And Others

A Case Study of a New Chemistry Teacher: Some Reasons Underlying a Classroom Teacher's Actions.

Pub Date—Apr 91

Note—25p; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (Lake Geneva, WI, April 7-10, 1991).

Pub Type—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Beginning Teachers, Case Studies, Chemistry, High Schools, *Instructional Development, Mentors, Metacognition, Planning, *Professional Development, Science Curriculum, Science Education, *Science Teachers, *Secondary School Science, Teaching Experience, Teaching Methods

This report documents a study that examines the first 4 years of a beginning chemistry teacher's career. The report explores the difficulties that are faced by the new teacher as she attempted to transform her formal knowledge of chemistry and pedagogy into the practical application of a high school chemistry teacher. The report includes the teacher's difficulties in gaining control of the classroom; in organizing, planning and conducting lessons; and, in dealing with the constraints that were placed on her by school officials, peers, and the expectations of students and parents. The report examines curricular expectations in high school chemistry including the dominance of the text and tests, the mixed signals from peers and administrators that beginning teachers must clarify, and the sources of support that are available to assist new teachers in the early stages of their professional development. The study examines growth in a new teacher's knowledge of content, pedagogy and "pedagogical content" during a four year period, as seen through her own eyes, those of her mentor and those of a university researcher. Sections include: (1) "Introduction"; (2) "A Colleague's View of the New Teacher"; (3) "A Retrospective Personal Report of the New Teacher"; and (4) "Conclusions and Implications". (KR)

ED 337 359 SE 052 249

Tull, Delena

Elementary Textbooks versus the Child: Conflicting Perceptions of Biology.

Pub Date—Apr 91

Note—21p; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (Lake Geneva, WI, April 7-10, 1991).

Pub Type—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, Biology, Cognitive Processes, *Concept Formation, *Elementary School Science, Ethnic Groups, Ethnography, Grade 6, Intermediate Grades, Learning Strategies, *Misconceptions, *Plants (Botany), Science Education, Sex Differences, *Teaching Methods, *Textbooks

Identifiers—Concept Mapping

An ethnographic study was conducted with the goal of comparing the botanical knowledge of nine sixth grade students with the botanical concepts developed in the elementary textbook series, Science, by Silver Burdett, 1985. The extent to which the child's conceptual framework resembles that of the scientist and the extent to which the textbook reflects the knowledge base and abilities of the child were determined. Each child's language, meanings, classifications, and interpretations of botanical phenomena were examined. The children participated in a series of six interviews and tasks. The children's names for plants and plant classification schemes were examined using domain analysis, componential analysis, and taxonomic analysis. Concept maps were made from both the children's botanical concepts and those found in the textbook. The concept maps were used to examine the development of each concept. The data revealed that the children have a large body of knowledge about plants and that children's botanical language and meanings appeared to be learned from the lay culture rather than from the textbooks. (28 references) (KR)

ED 337 360 SE 052 250

Tull, Delena

A Plant Identification Task: Avoidance Strategies in Children.

Pub Date—Apr 90

Note—13p; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (Atlanta, GA, April 8-11, 1990).

Pub Type—Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Abstract Reasoning, *Classification, Cognitive Development, *Concept Formation, *Elementary School Science, Ethnography, Experiential Learning, Grade 6, Intermediate Grades, Learning Strategies, *Plants (Botany), Science Education, Thinking Skills

Identifiers—*Avoidance Behavior

An ethnographic study was conducted with the goal of evaluating the botanical concepts of sixth-grade students. One aspect of the study involved examination of the levels of abstraction students use for naming plants. Nine sixth-grade students were interviewed individually. Each was asked to identify the plants seen in a set of 64 slides and examined in two outdoor sessions. The generic and life-form levels of naming were both found to be salient, but the generic level apparently was preferred for naming plants. In addition, avoidance strategies emerged post hoc from the data. When students did not know the names for plants, concerns about admitting ignorance or being wrong both appeared to influence their responses. The implications for the classroom teacher dealing with these student concerns are discussed. An introduction, purpose, method, findings, discussion, and conclusion are included. (Author/KR)

SO

ED 337 361 SO 020 974

Smith, Timothy L.

Teaching about Religion in High Schools.

Pub Date—88

Note—12p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Citizenship Education, *Controversial Issues (Course Content), Ethical Instruction, High Schools, History Instruction, Instructional Improvement, *Public Schools, *Religion, *Religious Factors, Textbook Content, *Textbook Evaluation, Textbooks, *United States History

This paper discusses the importance of teaching about the place of religion in U.S. development and calls attention to the inadequate treatment of religion in history textbooks used in public secondary schools. Knowledge about various religious tradi-

tions is necessary to citizenship, and since it is not taught by parents or religious institutions, public schools must take responsibility for such education. As a central feature, religion affects other aspects of a culture, and is the foundation of morality in Western societies. Systematic reading and analysis of 14 major high school history texts for their content on religion revealed a profound neglect of religious factors. All of the textbooks studied were found to be unsatisfactory accounts of U.S. history because they neglected or omitted well-known facts about the role of religion. (GEA)

ED 337 362 SO 020 976

Jones, Beverly W. Morgen, Sandra

Common Differences between Black and White Women. Changing the Ways We Think about and Teach Women's Experiences and the Humanities. Conference Bibliography.

Duke-UNC Women's Studies Research Center, Chapel Hill; North Carolina Central Univ., Durham.

Spons Agency—North Carolina Humanities Committee, Greensboro.

Pub Date—19 Nov 83

Note—17p.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Blacks, Books, Educational Resources, *Females, Films, *Humanities, *Racial Differences, Racial Factors, *Whites, *Womens Studies

The items contained in this bibliography were selected to give educators a new perspective for teaching about women's experiences, a perspective that takes into account the differences between the experiences of black and white women. The bibliography is divided into four sections. The non-fiction section features 100 books and research publications, 20 journal articles, and 4 special issues of journals. The fiction section identifies 21 books, and the juvenile literature section lists 10 items. The film section of the bibliography provides annotations for 7 films-5 documentaries and 2 dramatizations about the black experience. Indications are given as to length and intended audience. (DB)

ED 337 363 SO 020 977

Van Buren, Maurie

The Victorian Age: A Teacher's Guide. Heritage Education Series.

Historic Preservation Consulting, Atlanta, GA.

Pub Date—Apr 88

Note—35p.

Available from—Landmark Films, 3450 Slade Run Road, Falls Church, VA 22042 (\$150.00, videocassette and guide).

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Architectural Character, Built Environment, *Cultural Background, Curriculum Enrichment, Elementary Secondary Education, *Housing, Instructional Materials, Interdisciplinary Approach, *Landscape, *Neighborhoods, Social Studies, *Structural Elements (Construction), Teaching Guides, United States History, Units of Study

Identifiers—*Victorian Period

This teaching guide accompanies a videocassette for teaching about the Victorian Era in the United States through the study of homes from that period. The teaching unit can be adopted for students in grades 4 through 12 and can also be used in college classes and in adult education. Skills are identified to help students interpret their physical environment through an approach that integrates principles of several subjects including history, sociology, science, mathematics, geography, economics, language arts, political science, art, and home economics. Five lesson plans to supplement the video are contained in the guide; these plans focus on various aspects of Victorian homes and architecture, specifically: American cultural heritage, architectural styles, community heritage, neighborhoods, and the impact of communication on fashion. Seven handouts, a bibliography, and the text of the narrative from the video also are included. (DB)

ED 337 364 SO 021 029

Reimers, Fernando

The Impact of the Debt Crisis on Educational Development in Latin America.

Pub Date—Mar 90

Note—29p; Paper presented at the Annual Conference of the Comparative and International Educa-

tion Society (Anaheim, CA, March 1990).
 Pub Type—Reports - Descriptive (141) —
 Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Case Studies, *Developing Nations, Economic Development, Economic Factors, Economic Impact, Educational Equity (Finance), *Educational Finance, *Educational Policy, Elementary Secondary Education, Financial Policy, *Financial Problems, Foreign Countries, *International Education, Tables (Data)

Identifiers—Costa Rica, *Debt (Financial), *Latin America

This paper presents an overview of the impact of the Latin American external debt on education in all the countries of the region. The dynamics of the adjustment programs that countries have undertaken in response to the "debt crisis" are examined featuring Costa Rica. The adjustment programs changed the climate in which educational policy decisions are made (including financial decisions). The new climate has devalued the long term giving and focused on the short term. Cuts have been made where it is easiest (politically) and not where it is more efficient (technically). The result is a set of distortions that will result in net losses in efficiency and equity in the provision of education. This paper examines the nature of those distortions. A number of tables of data are included throughout the report. A 26-item list of references is also included. (DB)

ED 337 365 SO 021 031
A Guide to Free and Inexpensive Materials on Illinois History.

Illinois Historic Preservation Agency, Springfield;
 Illinois State Historical Society, Springfield.
 Pub Date—91

Note—16p.

Available from—Donna Hughes, Division of Public Affairs and Development, Illinois Historic Preservation Agency, Old State Capital, Springfield, IL 62701 (Free).

Pub Type—Reference Materials - Directories/Catalogs (132)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Elementary Secondary Education, Instructional Materials, Museums, State Government, *State History

Identifiers—*Historic Sites, *Illinois

Information about Illinois museums, historic sites, government agencies and other places that concern the state's history is contained in this guide. Available publications are listed, as are persons to contact for further information. (DB)

ED 337 366 SO 021 075

Faichney, Gavin W.
Soaps and Sitcoms as Socialization: The Role of Television in Citizenship Education.

Pub Date—Nov 90

Note—19p; Paper presented at the Annual Meeting of the National Council for the Social Studies (70th, Anaheim, CA, November 16-19, 1990).
 Pub Type—Reports - Descriptive (141) —
 Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Children, Children's Television, *Citizenship Education, Elementary Education, *Elementary School Students, Foreign Countries, Foreign Culture, Mass Media Use, Social Development, Social Influences, *Socialization, *Television, Television Research

Identifiers—*Australia

The effect that television programs have on the socialization of children is examined. As traditional sources of socialization have declined, and children's viewing of television has dramatically increased, it is important to consider just what children are learning from television programs about the world and their place in it. A study of the programs most watched by Australian elementary school children was undertaken. The most-watched program, "Neighbours," a soap opera, is discussed in comparison with a program very popular in the United States, "The Cosby Show," a situation comedy. A scene from each show is analyzed. Citizenship teachers need to help students negotiate the meanings of television programs so students can develop the skills and knowledge necessary to participate effectively in the social world of which they are a part. A 15-item bibliography is included, as well as appendices that contain transcripts of the dialogue from the television scenes analyzed. (DB)

ED 337 367 SO 021 082

Singleton, Amy, Ed.

RIE FEB 1992

[Grandmothers.]

Pub Date—90

Note—59p; Some of the reproduced photographs contained in this document may not reproduce well. Printed by Business Office Services Classes, San Augustine High School.

Available from—Loblolly Magazine, Gary High School, Box 189, Gary, TX 75643.

Journal Cit—Loblolly; v17 n2 Sum 1990

Pub Type—Collected Works - Serials (022)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Family (Sociological Unit), Females, *Grandparents, High Schools, Interviews, *Local History, Older Adults, Oral History, *State History, *Womens Studies

Identifiers—*Texas (East), Texas (Panola County)

This issue of Loblolly, a magazine published by high school students, features interviews with women of Panola County, Texas who are grandmothers. The interviews are designed to facilitate an understanding of the role of women in the development of East Texas. Numerous reproductions of photographs appear throughout the volume—some are quite old, others recent. (DB)

ED 337 368 SO 021 083

Johnson, Jennifer, Ed.

[World War II 50th Anniversary.]

Pub Date—91

Note—200p; Printed by Business Office Services Classes, San Augustine High School. Photographs will not reproduce well. For a related document, see ED 298 003.

Journal Cit—Loblolly; v18 n1 Win 1991

Pub Type—Collected Works - Serials (022) —
 Reports - Descriptive (141)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—*Interviews, *Local History, Oral History, Secondary Education, Social Studies, *Student Publications, United States History, *Veterans, War, World History, *World War II

Identifiers—Texas (Panola County)

This edition of "Loblolly," a periodical published by Texas high school students, commemorates the 50th anniversary of World War II. The volume features remembrances of the War by veterans of Panola County, Texas. In addition to transcriptions of conversations with veterans, reproductions of photographs—some from the war period, some from more recent times—are included. Teachers and students interested in teaching and learning about World War II from the perspective of those who fought in it might well find this document useful. (DB)

ED 337 369 SO 021 147

Raskas, Adinah W.

The Philosophy and Practice of Adult Jewish Education in the United States.

Pub Date—90

Note—26p; Course requirement.

Pub Type—Dissertations/Theses - Undetermined (040) — Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Adult Education, Adult Learning, Adult Programs, Community Education, *Educational Change, Educational Improvement, Educational Philosophy, Ethnic Groups, *Jews, Judaism, *Lifelong Learning, Religious Cultural Groups

Identifiers—*Jewish Studies

Education has always been a cherished value in the Jewish tradition. For U.S. Jews, until the post-World War II period, the child was the principal focus of educational efforts. With an age shift in the Jewish population in the United States, the need for investigation of Jewish adult educational programs is strong. Most existing programs lack continuity of programmed development. Much current adult Jewish education comes through lecture series and isolated presentations. There is a need for more courses grounded in Jewish thought. Interactive learning has been successful, but under utilized. Changes need to be made in adult education that reflect the needs and resources of the Jewish community. Eighteen references are included. (DB)

ED 337 370 SO 021 215

Dubbeidam, Leo, Ed. Epskamp, Kees, Ed.

North-South Collaborative Research: Proceedings of the International Symposium on Education, Culture, and Productive Life in Developing Countries, The Hague, The Netherlands, December 9-21, 1988. CFSO Paperback No. 8.

Centre for the Study of Education in Developing Countries, The Hague (Netherlands).

Report No.—ISBN-90-6443-711-4

Pub Date—89

Note—136p.

Pub Type—Collected Works - Proceedings (021)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Adult Education, *Developing Nations, Educational Development, Educational Policy, *Educational Research, Elementary Secondary Education, Foreign Countries, Foreign Culture, *International Education, *International Educational Exchange

Identifiers—*Netherlands (Hague)

This document presents proceedings from a symposium designed to focus attention on present and future developments in education in developing countries, and to stimulate research on education in these areas. The document is divided into eight chapters: (1) background to the symposium; (2) setting the scene; (3) education, culture, and productive life: in search of the connection; (4) education and culture; (5) education and productive life; (6) research issues; (7) research issues and policies in the field of educational development and cooperation; and (8) summary: where do we go from here? Four annexes are attached. (DB)

ED 337 371 SO 021 218

Coordinated Health and Human Resources Development: Report of a WHO Study Group. Technical Report Series No. 801.

World Health Organization, Geneva (Switzerland).

Report No.—ISBN-92-4-120801-5

Pub Date—90

Note—60p.

Available from—World Health Organization, Distribution and Sales, 1211 Geneva 27, Switzerland.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Case Studies, Cooperative Programs, Developed Nations, Developing Nations, *Developmental Programs, Foreign Countries, Health Needs, Health Occupations, Health Personnel, *Health Programs, *Health Services, *Human Resources, International Programs, *Labor Force Development, Labor Needs, Medical Care Evaluation

Identifiers—*World Health Organization

This report explores the theory and practice of coordinated health and human resources development as a concept that can help guard against the production of inappropriate categories or numbers of health personnel. The report concentrates of what can be done to make education and training programs more directly responsive to the priority needs in the health services. The report opens with a brief explanation of terminology followed by a review of the evolution of various policy objectives that have influenced the production of health personnel. Changing objectives move from policies designed to increase the numbers of doctors and nurses, through concern with the use of auxiliaries, to greater emphasis on community oriented and community based training. The most extensive section reviews findings from 25 case studies reported from 17 countries. Each study provides a brief overview of the country concerned and the mechanisms affecting personnel planning, production, management, and distribution followed by examples of how the mechanisms have worked in practice. The report concludes with a series of recommendations to WHO (World Health Organization) and to countries on the further promotion of coordinated health and human resources development. (DB)

ED 337 372 SO 021 296

Roselle, Daniel. Singleton, Laurel R.

A Parent's Guide to the Social Studies. Revised.
 National Council for the Social Studies, Washington, D.C.

Pub Date—85

Note—12p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Course Content, Elementary Secondary Education, Instructional Materials, *Parent Materials, Parent Participation, Parent Role, *Parent Student Relationship, Role of Education, *Social Studies, Teaching Methods

This guide for parents seeks to answer seven questions concerning the social studies: (1) What is social studies? (2) Why is social studies important at every grade level? (3) What kinds of materials are used to teach social studies? (4) What teaching strategies are used in social studies classes? (5) What have the national reports on education said about

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social studies? (6) What issues are discussed in social studies classes? and (7) How can parents help their children in the social studies? (DB)

ED 337 373 SO 021 298
Hunger 1990: A Report on the State of World Hunger.

Bread for the World Inst. on Hunger and Development, Washington, DC.

Report No.—ISBN-0-9628058-0-7

Pub Date—90

Note—137p.

Pub Type—Reports - Descriptive (141) - Numerical/Quantitative Data (110)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Foreign Countries, Foreign Policy, Global Approach, *Hunger, Public Policy, Social Change, Social Problems, World Affairs, *World Problems

This report describes the extent and causes of widespread hunger in Asia, the Middle East, Africa, Latin America and the Caribbean using case studies of Bangladesh, Brazil, and Mozambique and profiles of 42 other countries. Current evidence points to more than half a billion people who chronically lack enough food for a normal life and an equal number who live in circumstances that place them in constant risk of hunger. The plight of between 18 million and 20 million hungry people in the United States is discussed in a separate chapter. The report offers a model for effective action to reduce U.S. poverty in a case study of midwest farmworkers. On the global scene, the report draws connections between hunger and militarization, the oppression of women, environmental destruction, industrial country trade and debt policies, and misguided foreign aid. The report sees signs of hope in examples of poor people's initiatives, global trends toward democratization and recent evidence of increasing willingness on the part of governments to consider national and international measures to reduce poverty. A glossary, bibliography and tables of data from foreign countries and the United States also are included. (Author/DB)

ED 337 374 SO 021 299

Pierce, Preston E., Comp.

Resources for Teachers. "Turning Ideas Into Reality: The Executive Branch Fosters Engineering Excellence." An Institute for Pre-College Science and Social Studies Teachers (West Hartford, Connecticut, February 18-19, 24-26, 1989). Revised.

Ontario County, NY. Div. of Human Services. Spons Agency—Hartford Univ., West Hartford, CT. Coll. of Engineering.

Pub Date—Feb 91

Note—72p. Support also received from the United States Constitution Bicentennial Commission.

Pub Type—Reference Materials - Bibliographies (131) - Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Educational Resources, Engineering, Federal Government, *Government Role, High Schools, *Library Materials, Science Education, Social Studies, *Technological Advancement, *United States History

Identifiers—*Nineteenth Century

A compilation of resources is provided for those interested in examining action taken by the executive branch of the federal government to foster scientific and engineering excellence in the United States in the nineteenth century. The resources are intended for use by pre-college secondary science and social studies teachers. Each of the resources listed in the bibliography section of the document can be obtained from any typical college library and from most public libraries by making use of interlibrary loans. The resources are divided into seven groups: historical references, reference works, non-print resources, Historic American Engineering Record and Historic American Buildings Survey, patent research, organizations, and National Archives and Records Administration. (DB)

ED 337 375 SO 021 300

Lloyd, Charles Ed.

The Roman Family: A Bridge to Roman Culture, Values, and Literature. A Curriculum Guide.

Spons Agency—National Endowment for the Humanities (NEAH), Washington, D.C.

Pub Date—90

Note—201p. Created by participants in the National Endowment for the Humanities Summer Institute, "The Roman Family: A Bridge to Roman Culture, Values, and Literature,"

Huntington, WV, Summer 1989.

Available from—Teaching Materials and Resources Center (American Classical League) Miami University, Oxford, OH 45056.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—*Ancient History, Classical Literature, *Cultural Education, Curriculum Guides, *Family (Sociological Unit), High Schools, Interdisciplinary Approach, *Latin Literature, Social Studies, Teaching Methods

Identifiers—*Roman Civilization

This curriculum guide is designed to provide high school teachers of English, social studies, and Latin with the necessary background and investigative methods for teaching Roman culture through Roman literature and teaching Roman literature in its cultural context. The family is used as the focus of the guide because it is believed that an examination of its organization and interactions provides access to Roman politics, behavior and values. The 16 teaching units that are included in the guide are organized into three sections: introductory units, history and social studies (taught through literature), and literature (taught through culture). Each unit contains the following information for teachers: time line, rationale and setting, teaching objectives, classroom procedures and activities, classroom materials, resource materials for teachers, learning outcomes, and enrichment/extension. Numerous sample lesson plans are included within each teaching unit. Bibliographies containing materials on Roman family and culture and on teaching methods also are included. (DB)

ED 337 376 SO 021 303

Thornton, Stephen J.

Identifying Issues in the Criticism of Social Studies Teaching.

Pub Date—91

Note—15p. Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 1991).

Pub Type—Information Analyses (070) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Classroom Techniques, Curriculum Development, *Educational Research, Elementary Secondary Education, *Social Studies, Teacher Education, Teacher Effectiveness, *Teaching Experience, *Teaching Methods

An enhanced understanding of both practice and research in the social studies has been provided by researchers who presented narrative accounts and case studies of actual classroom teaching. The sort of examples of social studies teaching that emerge from narrative and other types of qualitative research are useful for constructing "fine-grained images of the possible in social studies teaching." Such positive, hopeful images are especially needed in teacher education, in the development of the thoughtful and caring teachers everyone agrees are necessary in the social studies and other fields. A 25-item list of references is included. (DB)

ED 337 377 SO 021 317

Hatcher, Barbara

"The Wilder Years," The Little House Books and Other Resources on the Westward Movement.

Pub Date—91

Note—15p.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Children's Literature, Educational Resources, Elementary Schools, Elementary Secondary Education, *Instructional Materials, Middle Schools, *Social Studies, *United States History

Identifiers—*Pioneer Life, *Westward Movement (United States)

This 69-item annotated bibliography of books and materials focuses on the movement westward into the California and Oregon territories in the middle nineteenth century. Elementary and middle school teachers are encouraged to use children's literature and other materials as supplements to textbook instruction. These materials are organized into three main sections: historical fiction books about the westward expansion, non-fiction books about westward expansion, and children's magazines and additional materials about westward expansion. (DB)

ED 337 378 SO 021 325

Adler, Emily Stier

A Proposal for a Course on the Sociology of Work

and the Family. Working Paper No. 133.

Wellesley Coll., Mass. Center for Research on Women.

Spons Agency—Andrew W. Mellon Foundation, New York, N.Y.

Pub Date—84

Note—12p.

Available from—Wellesley College, Center for Research on Women, Wellesley, MA 02181 (\$4.00, plus postage).

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Course Descriptions, Course Organization, *Curriculum Development, Employment, Family (Sociological Unit), *Feminism, Higher Education, Intellectual Disciplines, *Sociology

Identifiers—*Sociology of the Family, *Sociology of Work

The task of transforming the undergraduate curriculum to reflect feminist concerns should involve a consideration of the way existing curricula are structured. This paper pursues the question of structure and considers two existing and separate courses: the sociology of work (or occupational sociology) and the sociology of the family. Alternative ways of structuring these courses are discussed, including one that would focus on the two spheres of life (work and family) together and the design of a course that has as its core the area where the spheres overlap. An outline for a course on work and families is presented and includes lists of readings for several different topics within the larger concepts. (DB)

ED 337 379 SO 021 326

Crumpacker, Laurie Vander Haegen, Eleanor M.

Integrating the Curriculum: Teaching about Lesbians and Homophobia. Working Paper No. 138.

Wellesley Coll., Mass. Center for Research on Women.

Spons Agency—Andrew W. Mellon Foundation, New York, N.Y.

Pub Date—84

Note—28p.

Available from—Wellesley College, Center for Research on Women, Wellesley, MA 02181 (\$4.00, plus postage).

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Classroom Environment, Controversial Issues (Course Content), Course Content, *Curriculum Development, Educational Change, Feminism, Higher Education, *Homosexuality, *Integrated Curriculum, *Lesbianism, Social Discrimination, Womens Studies

Identifiers—*Homophobia

In their efforts at curriculum reform, feminist scholars need to take into account the oppression of homosexuals and lesbians. A truly evolved curriculum takes seriously the overlooked lives, action, ideas and products of those whose efforts truly make societies possible. Inclusion of homosexuals and lesbians in the curriculum is important so that the oppression these persons have endured does not go overlooked by students and faculty; so that homosexual and lesbian students feel they have a place in society; and so that courses are made richer and more honest. This paper discusses the steps necessary to establish lesbians and homosexuals in the curricula, including suggestions for changing the college community, changes both in content and teaching methods, and specific examples of classroom techniques. (DB)

ED 337 380 SO 021 327

Hoffnung, Michele

Feminist Transformation: Teaching Experimental Psychology. Working Paper No. 140.

Wellesley Coll., Mass. Center for Research on Women.

Pub Date—84

Note—21p.

Available from—Center for Research on Women, Wellesley College, Wellesley, MA 02181 (\$4.00, plus postage).

Pub Type—Opinion Papers (120) - Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Curriculum Development, Educational Change, *Experimental Psychology, Females, *Feminism, Higher Education, Instructional Innovation, *Psychology, Scientific

Methodology, Social Science Research, *Teaching Experience, *Womens Studies
Identifiers—*Feminist Scholarship

Integrating the new scholarship on women into the mainstream college curriculum is an important task for feminist teachers, not withstanding considerable resistance among traditionally minded male colleagues. Efforts to transform the psychology curriculum have met with additional problems because of psychology's commitment to the experimental method. With psychology, focusing on method is necessary to achieve the goal of integrating the new scholarship on women. Teaching of mainstream psychology is premised upon the experimental method and underlying assumptions: human behavior is determinative; there are laws governing how people behave; and it is possible to predict with certainty and in repeatable, observable form how people will behave. Underlying the experimental method is a series of assumptions, including objectivity and value neutrality. Undue reliance on the experimental method severely limits the understanding of human behavior. Feminist research explores the meaning of behavior rather than relying on measurement, and acknowledges rather than denies the intersubjectivity of the interaction between knower and person-to-be-known. Psychology can be taught in a manner inclusive of and consistent with the principles of the new feminist scholarship. If the college curriculum is to truly include women, then the basics, such as the introductory methods courses, where the tenets of the discipline are taught and learned, must be transformed. An 18-item reference list is included. (DB)

ED 337 381 SO 021 348

Kanjirathinkal, Matthew
Communication and the Foundations of the Social Sciences: Contributions of Peirce, Apel, and Habermas.

Emporia State Univ., Kans.
Report No.—ISSN-0424-9399
Pub Date—89
Note—50p.

Journal Cit—Emporia State Research Studies; v8 n1 Sum 1989

Pub Type—Reports - Descriptive (141) — Collected Works - Proceedings (021)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Communication (Thought Transfer), Critical Theory, Epistemology, Hermeneutics, Intellectual Disciplines, Research Methodology, Semiotics, *Social Sciences, *Social Scientists, *Social Theories, Sociology, Symbolic Language

Identifiers—Apel (Karl Otto), Habermas (Jurgen), Peirce (Charles S)

It may be argued that what is considered to be knowledge is intimately related to the manner in which such knowledge is communicated. Thus some social scientists and scientists argue that science itself is a form of communication, and the scientific method is closely bound to the method of interpretation. An important vein of thinking in the social sciences focuses attention upon this purported link between knowledge, and language and symbolism—communication in general. This paper presents a critical study of the contributions of Charles Sanders Peirce, Karl-Otto Apel, and Jurgen Habermas to such thinking in the social sciences. A 62-item list of references is included. (DB)

ED 337 382 SO 021 377

Stivison, David V.
English Law: American Courts.

Pub Date—91
Note—10p.

Pub Type—Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Constitutional History, Constitutional Law, Courts, *Law Related Education, Laws, Secondary Education, *United States History

Identifiers—English History, *English Law, *Supreme Court

This paper seeks to remind the reader that U.S. law is based on English cases and precedent far more than most persons realize. Specifically, a 1791 pronouncement by the U.S. Supreme Court that the English court system provides the model for the U.S. Supreme Court is offered as evidence of the paper's thesis. Examples of the sorts of English common laws that have been appropriated by U.S. courts are given, as well as examples of old English concepts that have been replaced in the U.S. by legislation. This paper may prove useful to second-

ary history or civics teachers and students interested in legal history. (DB)

ED 337 383 SO 021 378

Stivison, David V.
How the Bill of Rights Was Developed.

Pub Date—91
Note—13p.

Pub Type—Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Civil Liberties, *Constitutional History, *Constitutional Law, Philosophy, Political Science, Secondary Education, Social Studies, United States History

Identifiers—*Bill of Rights, England, *English Law

The roots of the Bill of Rights, the first 10 amendments to the United States Constitution, are examined in this document. Attention is directed to English law, specifically the Magna Carta and England's Bill of Rights of 1689, as providing much of the underpinnings for the U.S. Bill of Rights. The text of 15 articles proposed by anti-federalists during the Constitutional ratification fight in Pennsylvania in 1787 is presented as the first draft of the Bill of Rights. This paper might be useful to secondary history or civics teachers and students who desire a brief summary on the history of the Bill of Rights. (DB)

ED 337 384 SO 021 385

Brophy, Jere
Distinctive Curriculum Materials in K-6 Social Studies. Elementary Subjects Center Series No. 35.

Center for the Learning and Teaching of Elementary Subjects, East Lansing, MI.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—Mar 91
Contract—G0098C0226

Note—91p; The last four pages of the document contain small, filled print.

Pub Type—Reports - Research (143)
EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Curriculum Evaluation, Elementary Education, *Elementary School Curriculum, *Instructional Material Evaluation, *Instructional Materials, Material Development, *Social Studies, Student Educational Objectives

In a previous report, the author critiqued the 1988 Silver Burdette & Ginn elementary social studies series (Silver Burdett & Ginn Social Studies), treating it as a representative example of what has been called the de facto national curriculum in elementary social studies. The present report begins with brief critiques of three other market-share series: the 1987 Macmillan Social Studies series, the 1987 Ginn Social Studies series, and the 1986 Holt Social Studies series. It concludes that the latter two series are superior to the former two as vehicles for teaching elementary social studies for understanding, appreciation, and application, but it also notes that all of the series have significant drawbacks and thus are not consistently or unambiguously distinctive as sets of curriculum materials. Various distinctive materials are available in social studies, however, in the form of supplementary materials that focus on limited topics. Most of these are targeted for the secondary grades, but some have been developed for (or at least are usable in) the elementary grades. Several sets of these distinctive materials are critiqued in the areas of economics; government and law; history; and critical thinking, reasoning, and decision making. A 27-item list of references and an appendix containing the framing questions used in this research are included. (Author/DB)

ED 337 385 SO 021 386

Brophy, Jere Allen, Janet
Social Studies Education Should Be Driven by Major Social Education Goals. Research Series No. 205.

Michigan State Univ., East Lansing. Inst. for Research on Teaching.

Pub Date—Apr 91
Note—23p.

Pub Type—Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Curriculum Development, *Educational Change, *Educational Objectives, Educational Philosophy, Elementary Secondary Education, *Material Development, Outcomes of Education, Role of Education, *Social Studies, Student Educational Objectives, Teaching Methods

A major problem with most contemporary social

studies textbook series is that they cannot see the forest for the trees. Instead of being designed to accomplish major, long-term goals that reflect the purpose of social education, they have been constructed to cover long lists of topics and skills found in state and district curriculum guidelines. Frequently not only the content but even the stated goals in these series are trite. As a result, they are long on isolated facts and skills, but short on integration and application of social learning. The authors advocate honoring major social education goals, not just in theory but in practice, and offer examples of what this might mean in a primary-grade unit on shelter as a basic human need and in a fifth-grade U.S. history unit on the American Revolution. They conclude with a list of principles that might guide attempts to focus social studies instruction more clearly around major social education goals. An 11-item list of references is included. (Author/DB)

ED 337 386 SO 021 424

Patrick, John J. Stollman, Joseph
Geography in U.S. History: A Teacher's Guide. Agency for Instructional Technology, Bloomington, IN.

Pub Date—91
Note—103p.

Available from—Agency for Instructional Technology, Box A, Bloomington, IN 47402-0120.

Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Citizenship Education, Geographic Concepts, *Geography, *Geography Instruction, History Instruction, Instructional Materials, Learning Activities, Secondary Education, Social Studies, Student Educational Objectives, Teaching Methods, *United States History, *Videotape Recordings

Designed to accompany a series of 10 20-minute video programs, this teaching guide helps students to use geographical principles and concepts in order to better understand major historical development. The series uses the five basic geographic themes to enhance student understanding of significant events in U.S. history: location, place, human/environment relationships, movement, and regions. The 10 programs in the series are: (1) North vs. South in the Founding of the U.S.A., 1787-1796; (2) Jefferson Decides to Purchase Louisiana, 1801-1813; (3) Civil War and Social Change in Georgia, 1860-1870; (4) Clash of Cultures on the Great Plains, 1865-1890; (5) An Industrial Revolution in Pittsburgh, 1865-1900; (6) Americans Build the Panama Canal, 1901-1914; (7) A Nation of Immigrants: The Chinese-American Experience, 1850-1990; (8) Moving North to Chicago, 1900-1945; (9) New Deal for the Dust Bowl, 1931-1945; and (10) The Origin and Development of NATO, 1945-1991. This guide includes materials for teachers to help them utilize the videos in their classrooms. The discussion of each program in this guide features the following sections: curriculum connection, objectives, geographic theme, program summary, before the program, during the program, after the program, follow-up activities, and suggested readings. Handouts and documents accompany each program. (DB)

ED 337 387 SO 021 461

Griffith, Bryant
Traditional American History Texts: The Search for Alternatives.

Pub Date—90
Note—15p; Presented at the Annual Meeting of the American Historical Association (December 29, 1990).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Educational Philosophy, Foreign Countries, High School Students, Historiography, *History Instruction, Political Socialization, *Role of Education, Secondary Education, Social Studies, Textbook Content, *Textbook Evaluation, Textbooks, *United States History

Identifiers—*Canada, National Identity

Three problems concerning the use of history texts in secondary schools can be underscored. The first is philosophical, the intended use of the history text. The philosophical underpinnings of history texts are a matter of some contention today. History and social studies texts were, for many years, viewed as a means of socializing new citizens and forging a national identity. The extent to which today's teachers see this as appropriate is unclear. The

second issue is definitional, the assumed purpose of a text. The extent to which history texts are able to provide an objective, complete view of a past period is subject to question. The proper role of a history text is to provide students with the possibility of finding out for themselves about the past, and also to discover for themselves who they are in the process. The third area examined concerns issues of texts and nationalism. Canadian teachers face many dilemmas in teaching U.S. history or in using U.S. textbooks. Both U.S. and Canadian peoples need to ask themselves questions concerning the role they wish history to play in the teaching of their young people. (DB)

ED 337 388 SO 021 463

Alleman, Janet Brophy, Jere
Is Curriculum Integration a Boon or a Threat to Social Studies? Research Series No. 204.
Michigan State Univ., East Lansing. Inst. for Research on Teaching.

Spons Agency—Department of Education, Washington, DC.
Pub Date—91
Note—19p.

Pub Type—Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Curriculum Development, Curriculum Research, Educational Change, Educational Objectives, Elementary Education, Instructional Materials, Integrated Curriculum, Learning Activities, Social Studies, Textbook Content, *Textbook Research

Educators tend to view curriculum integration as an obviously good idea and thus adopt an attitude of "the more integration, the better." However, the analysis of elementary social studies presented in this report indicates that many of the activities suggested in the name of integration either: (1) lack educational value in any subject or (2) promote progress toward significant goals in another subject but not in social studies. Furthermore, many of these activities are quite time consuming and some of them have the effect of distorting the ways social studies content is represented or developed. Examples of these and other problems with so-called integration activities are presented, and guidelines that teachers can use for judging the value of proposed integration activities, both their education value in general and their social education value in particular, are offered. (Author/DB)

ED 337 389 SO 021 465

Naseer, Syed, Comp. Slavin, Suzy, Ed.
South Asia: A Guide to Reference Sources.
McGill Univ., Montreal (Quebec). McLennan Library.

Pub Date—91
Note—31p.
Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Annotated Bibliographies, Area Studies, Asian Studies, Foreign Countries, Higher Education, Information Sources, Library Materials, Reference Materials, Research Tools

Identifiers—Asia (South)
This annotated bibliography of library materials on South Asia covers Afghanistan, Bangladesh, India, Nepal, Pakistan, and Sri Lanka. The materials are organized into three sections: (1) references sources; (2) regional bibliography; and (3) subject bibliography. While the guide is specific to materials housed in a particular library, it can be useful to persons interested in conducting research on South Asia in general. (DB)

ED 337 390 SO 021 472

Larson, Susan Booth
How Do You Spell Social Studies?
Pub Date—7 Apr 91

Note—9p.; Paper presented at the Oregon Council for the Social Studies Spring Conference (April 7, 1991).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Curriculum Development, Elementary Secondary Education, Parent Attitudes, *Role of Education, *Social Studies, Student Attitudes

This paper argues that social studies educators need to develop their own definition of what social studies means and to let other persons know what this social studies looks like. It is contended that part of the problem concerning what social studies

is and what place in the curriculum it should occupy is that social studies educators have let others (most notably students, parents, and educational critics) define the discipline for them. (DB)

ED 337 391 SO 021 477

Cassidy, Wanda Bogner, Carl J.
More Than a Good Idea: Moving from Words to Action in Social Studies. 1989 British Columbia Assessment of Social Studies Provincial Report.
British Columbia Dept. of Education, Victoria.
Report No.—ISBN-0-7726-1329-X
Pub Date—91
Note—88p.

Pub Type—Reports - Descriptive (141)
EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Academic Achievement, Curriculum Development, *Educational Assessment, Elementary Secondary Education, Foreign Countries, Grade 4, Grade 7, Grade 10, Program Effectiveness, *Program Evaluation, *Social Studies, Teaching Methods

Identifiers—British Columbia

A summary of the findings from the 1989 British Columbia (Canada) Assessment of Social Studies is presented. The extensive revision of the curriculum undertaken since the last social studies assessment (Aoki, Langford, Williams and Wilson, 1977), resulted in a relatively progressive and challenging curriculum. A few modifications are proposed in this document. The intent of this report is to stimulate debate about the state of social studies and provide the catalyst for more effective implementation of the social studies curriculum. The report consists of five parts: (1) an overview; (2) achievement in social studies; (3) attitudes; (4) teaching social studies; and (5) general conclusions. An appendix lists the procedures used in conducting the assessment. A 16-item list of references is included. (DB)

ED 337 392 SO 021 480

Christensen, Lois M.
Cognitive Style and Hemispheric Dominance: Piecing the Puzzle Together—Toward Practical Application in Teaching the Social Studies.
Pub Date—May 91

Note—34p.
Pub Type—Information Analyses (070) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Brain Hemisphere Functions, Cognitive Development, Cognitive Psychology, *Cognitive Style, Curriculum Development, Elementary Education, Elementary School Curriculum, *Individualized Instruction, Learning Processes, Learning Strategies, *Learning Theories, Literature Reviews, *Social Studies, Student Characteristics, Student Development, Teaching Methods

Identifiers—Outcome Based Education, *Whole Brain Learning

There are various learning styles, each with its own characteristics. Some researchers have associated the different styles with specific brain hemispheres. In the past teachers generally have taught with one type of learning style in mind, with much emphasis placed on the outcomes of learning. Increased attention should be paid to the individual style of the learner, and to the processes of learning in general, instead of looking mainly to outcomes. A number of models and conceptual frameworks for teaching the social studies that emphasize learning styles and a whole brain approach can be identified. A 32-item list of references concludes the document. (DB)

ED 337 393 SO 021 482

Gregg, Madeleine And Others
Where Is Geography? Three Studies of Thinking and Teaching. Technical Report.
Center for the Study of Learning, Pittsburgh, PA.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—CLIP-90-04

Pub Date—Sep 90
Note—54p.; A technical report of the Classroom Learning and Instruction Project (CLIP).

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Adult Learning, *Curriculum Development, *Educational Objectives, Geographic Concepts, *Geography, *Geography Instruction, Intermediate Grades, Junior High Schools, Teacher Attitudes, Teaching Methods, Textbook Evaluation

Identifiers—New York Times

As part of a project that investigated the teaching and learning of specific subject matters, three studies of geographic literacy were conducted. The purpose of the first study was to gauge the demand for geographic knowledge placed on adults in U.S. society by coding and analyzing geographic knowledge in The New York Times. To begin to assess the opportunities for acquiring this knowledge base, two other studies were conducted at the upper elementary school level. Data on teachers' geography goal statements made during interviews and on textbooks' treatments of a specific geography topic also were coded and analyzed for geographic content. The alignment of results from these three sites of geographic literacy yielded recommendations for both geography curriculum design and future research in this area. A 43-item list of references is included, as are two appendices containing information utilized in the study and data generated by the analysis of interviews and materials. (DB)

ED 337 394 SO 021 486

Barth, James L., Ed.
Identifying What Is Unique about the Social Studies. Bulletin 1.

National Council for the Social Studies, Washington, D.C.

Pub Date—Jan 89

Note—93p.; Papers presented at the Annual Meeting of the National Council for the Social Studies (68th, Orlando, FL, November 20, 1988). For related documents, see SO 021 487-488. A product of the Foundations of the Social Studies Special Interest Group.

Available from—Foundations of the Social Studies SIG, 1809 Bluebird Lane, Munster, IN 46321 (\$4.00).

Pub Type—Collected Works - Serials (022) — Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Educational History, Educational Philosophy, Elementary Secondary Education, Foundations of Education, *Role of Education, *Social Studies

A collection of six papers about the foundations and history of the social studies discipline focus on the task of identifying what is unique about social studies. The papers include: "Social Studies: Born Out of Crisis and Change" (James Barth); "A Coming of Age: Social Studies as a Proactive Force" (Walter Schultz); "Social Studies Education: A Brief View of the Social Education Debate, c. 1910s" (David Warren Saxe); "Social Studies Education: Roots That Remain Fundamental" (Susanne Shaffer); "The Two Cultures of Social Studies Education" (James S. Leming); and "Practical Competence: A Rationale for Social Education" (James S. Whitson; William B. Stanley). (DB)

ED 337 395 SO 021 487

Barth, James L., Ed.
A Social Studies Discipline. Bulletin 2.
National Council for the Social Studies, Washington, D.C.

Pub Date—Feb 90

Note—49p.; Papers presented at the Annual Meeting of the National Council for the Social Studies (69th, St. Louis, MO, November 1989). For related documents, see SO 021 486-488. A product of the Foundations of the Social Studies Special Interest Group.

Available from—Foundations of the Social Studies SIG, 1809 Bluebird Lane, Munster, IN 46321 (\$4.00).

Pub Type—Collected Works - Serials (022) — Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Educational History, Educational Philosophy, Educational Theory, Elementary Secondary Education, *Foundations of Education, *Intellectual Disciplines, Social Sciences, *Social Studies

A collection of conferences papers examines social studies as an intellectual discipline and focuses on the idea of a social studies discipline. The papers presented are: "A Discipline of Social Studies" (Ronald Evans); "Discipline, Knowledge, and Social Education" (Jack Nelson); "Reflections on a Discipline of the Social Studies" (Wilma Longstreet); "A Discipline of the Social Studies: Forward to the Basics" (Stanley Wronski); and "A Commentary" (James Barth). (DB)

ED 337 396 SO 021 488

Barth, James L., Ed.

Thinking about the Social Studies: Some Specific Ideas about the Discipline. Bulletin 3.
National Council for the Social Studies, Washington, D.C.

Pub Date—Feb 91

Note—89p.; A product of the Foundations of the Social Studies Special Interest Group.

Available from—Foundations of the Social Studies SIG, 1809 Bluebird Lane, Munster, IN 46321 (\$4.00).

Pub Type—Collected Works - Serials (022) — Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Educational Philosophy, Educational Theories, Elementary Secondary Education, Higher Education, *Role of Education, *Social Studies, *Teacher Attitudes, Teacher Education, Teaching Experience

A number of social studies educators were invited to share their ideas about how they thought about social studies, how they wrote about social studies, and what they told their students about social studies. The papers appearing in this document are the educators' responses and include: "The Social Studies: A Distinct Disciplinary Field or a Patchwork Umbrella?" (Richard Gross); "Curriculum Reform and the Foundations of the Social Studies" (James Barth); "The Idea of Social Studies" (Richard Evans); "Death to Scope and Sequence in Social Studies" (Murray Nelson); "Citizenship Education as the Central Purpose of Social Studies: The Heavy Load of a Dead Metaphor" (O. L. Davis, Jr.); "The Common School for the Common Good" (Michael Hartoonian); "Social Studies: The Basics" (David Blevins); "New Assumptions for A+ Elementary Social Studies" (Gary R. McKenzie); "Reflections on Social Studies Education" (Ronald Wilhelm); "Democracy, Diversity, and the Social Studies Methods Course" (Perry Marker; Devon Metzger); and "The Case for Social Mathematics" (Statistics) (Margaret Laughlin; Norris Sanders; Michael Hartoonian). (DB)

ED 337 397

SO 021 489

Young, Stephen, Ed.

ACCESS Guide to the Persian Gulf Crisis. Updated Edition.

ACCESS: A Security Information Service, Washington, DC.

Pub Date—20 Jan 91

Note—61p.

Available from—ACCESS: A Security Information Service, 1730 M St., NW, Suite 605, Washington, DC 20036.

Pub Type—Guides - Non-Classroom (055)

Document Not Available from EDRS.

Descriptors—Citizen Participation, Citizenship Education, Foreign Countries, *Foreign Policy, International Relations, Peace, Resource Materials, Social Studies, *War, *World Affairs

Identifiers—*Gulf War, *Middle East
This guide for studying the events of the Persian Gulf War is designed to be non-partisan and to promote participation in public debate among concerned citizens, national organizations, educators, researchers, and academics. The guide is divided into four sections. Section 1 provides background information, the text of the United Nations resolutions, and troop levels. Section 2 identifies 12 issues for discussion and debate. Section 3 lists reports, studies, and other resources. Section 4 provides a directory to more than 80 organizations with resources and/or a position on the crisis. (DB)

ED 337 398

SO 021 492

Gross, Richard E.

What Chinese Children and Youth Are Learning about the United States. Working Papers in Education.

Stanford Univ., Calif. Hoover Institution on War, Revolution, and Peace.

Report No.—ED-91-2

Pub Date—May 91

Note—70p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Capitalism, Communism, *Comparative Education, Elementary Secondary Education, Foreign Countries, Foreign Culture, *International Education, *International Educational Exchange, Social Studies, *Textbook Research

Identifiers—*China

This study examines history and social science textbooks used in China to see how the United

States is presented in order to make inferences about what Chinese students are learning about the United States. The report also reflects the U.S. examination of Chinese textbooks. As part of the same study, U.S. K-12 textbooks were sent to China. The study analyzed the subjects of geography, elementary school history, junior high school history, senior high school history, senior high school history of social development, and senior high school political economics. It was concluded that the textbooks generally become more ideological as they advanced in grade level; the history of social development and political economics textbooks featured the detailed official view of communist ideology along with a thorough indoctrination in the evils of western capitalism. (DB)

ED 337 399

SO 021 496

McDermott, Peter Rothenberg, Julia

The Role of Literature and Writing in Social Studies Methods Texts: A Case for Change in Teacher Education.

Pub Date—91

Note—26p.; Paper presented at the Annual Meeting of the New England Education Research Organization (Portsmouth, NH, April 1991).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Educational Objectives, Elementary Education, Higher Education, *Literature Appreciation, Methods Courses, Preservice Teacher Education, *Social Studies, *Teacher Education, *Teacher Education Curriculum, Teaching Methods, *Textbook Evaluation, Textbook Research, Whole Language Approach, Writing Across the Curriculum

Five current social studies methods textbooks were examined to determine how writing and literature are presented to prospective teachers. The results of the examination show that only one of the methods textbooks offered a positive and informative explanation of how literature can be used to learn the social studies. Three of the textbooks were viewed as recognizing the importance of writing, although only two offered sufficient information and examples of how it might actually be used for learning. The conventional approach to teaching social studies offered by current methods textbooks perpetuates a textbook oriented teaching that does not serve the purposes of social studies in these changing times. (DB)

ED 337 400

SO 021 508

Arts Education. Advisory List of Instructional Media.

North Carolina State Dept. of Public Instruction, Raleigh. Media Evaluation Services.

Pub Date—Mar 91

Note—20p.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Annotated Bibliographies, *Art Education, *Educational Media, Elementary Secondary Education, *Instructional Materials, Music Education, Theater Arts, Visual Arts

This annotated bibliography of instructional media for arts education features listings of books, books in a series, reference books, kits, and videocassettes. Each item contains the following information: author, title, page numbers, publisher or producer, appropriate grade usage, and skills/subject area. A list of publishers and producers also is included. (DB)

ED 337 401

SO 021 509

Ellis, Jim And Others

Visitor Learning in Museums. Curiosity and Human Development Theories: Implications for Museum Programs and Exhibit Design. Museum Studies Program. Reviews of Current Research Volume 1.

Florida Univ., Gainesville. Coll. of Education.

Pub Date—91

Note—45p.

Pub Type—Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adult Education, Child Development, *Curiosity, Developmental Psychology, Educational Facilities, *Educational Research, Elementary Secondary Education, Exhibits, *Individual Development, *Museums

Identifiers—*Developmental Theory, *Museum Studies

This paper reviews human development theories

that could be utilized in the study of museums as well as theories or approaches to curiosity that appear to be of significant interest for museum exhibit designers and educators. An overview of each theory is followed by a general evaluation of the theory and research that appears relevant. The implications for practice as well as potential future directions for research in informal settings also are discussed. (55 references) (DB)

ED 337 402

SO 021 511

Coleman, Robert J.

The Engineer and the Societal Dilemma: An Interdisciplinary Approach.

North Carolina Univ., Charlotte.

Spons Agency—Fund for the Improvement of Post-secondary Education (ED), Washington, DC.

Pub Date—89

Contract—G008730446-88

Note—41p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Course Descriptions, Course Evaluation, *Curriculum Development, *Engineering Education, Engineering Technology, Higher Education, *Interdisciplinary Approach, Philosophy, *Science and Society, Social Problems, Sociology, Technical Education, Technology, *Undergraduate Study

Identifiers—*Electrical Engineering, *University of North Carolina Charlotte

The University of North Carolina's Electrical Engineering Department developed and delivered a course for undergraduate engineering students. The course integrated technical, social, and ethical perspectives on problems and issues faced in the world of practicing engineers. It achieved this integration by making use of professors in engineering, philosophy, and sociology and by focusing course segments on cases and issues presented by practicing professionals. Among the issues examined in the course were product safety, life support technology, genetic engineering, information technology, nuclear power, and whistleblowing. It is believed that the course succeeded in increasing students' awareness of the social dimension and the importance of the ethical aspects of the engineering profession. Three attachments that describe the course, course presenter notes, and a journal article are appended. (DB)

ED 337 403

SO 021 513

Publications Relating to the 1990-91 College Debate Topic. Subject Bibliography.

United States Government Printing Office, Washington, D.C.

Pub Date—90

Note—5p.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Colleges, *Debate, Developed Nations, Educational Resources, Foreign Countries, *Foreign Policy, Higher Education, International Relations, *International Trade, Publications, *Resource Materials

Identifiers—China, Hong Kong, Japan, South Korea, Taiwan

This document contains a partially annotated bibliography of books, journal articles, government reports, and other documents relating to the 1990-91 college debate topic: Resolved: That the United States should substantially change its trade policy with China, Hong Kong, Japan, South Korea, and Taiwan. (DB)

ED 337 404

SO 021 522

Tucker, Jan L.

Global Change and American Citizenship Education: The Vital Role of History.

Pub Date—90

Note—23p.; Paper presented at the Annual Meeting of the Social Science Education Consortium (Evanston, IL, June 21-23, 1990).

Pub Type—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Citizenship Education, Curriculum Development, Economic Change, *Educational Change, Elementary School Curriculum, Elementary Secondary Education, Foreign Countries, Foreign Culture, Futures (of Society), *Global Approach, History Instruction, *International Education, *International Relations, Political Influences, Role of Education, Secondary School Curriculum, Social Change, Social Studies, *World Affairs, World History

U.S. citizenship education should be linked with international educational efforts so that students may learn to understand the array of complex changes that have been and are taking place throughout the world. For too long U.S. educators have been content to perpetuate a social studies curriculum that examines the United States separately from its relationship to the rest of the world. A global perspective on historical scholarship for U.S. citizenship education is sorely needed. The study of U.S. historical events in the context of world affairs will help students to understand the interconnected relationship that the United States is destined to have in the contemporary international order. A 36-item reference list. (DB)

ED 337 405 SO 021 548
Peters, Richard O.

Teaching/Learning in 21st Century Schools: A View of Tomorrow. Social Studies.
Global Horizons, The Center for Applied Ecosocial Studies, Plaistow, N.H.

Pub Date—Jun 91
Note—71p. Charts contain small type.
Pub Type—Guides - Non-Classroom (055) — Collected Works - General (020)

EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Citizenship Education, *Critical Thinking, Decision Making, *Educational Change, Elementary Secondary Education, *Futures (of Society), Instructional Materials, *Learning Strategies, Learning Theories, Public Schools, Social Studies, Student Educational Objectives, Teacher Education, *Teaching Methods Identifiers—*Learning Environments, *Twenty First Century

This document consists of a series of loosely related articles and essays each describing various aspects of the author's vision of public education in the United States in the twenty-first century. The titles of the included materials are: "Looking in on 21st Century Public School Education in America"; "Teaching/Learning in the 21st Century Schools: A View of Tomorrow"; "Preparing Teachers for the 21st Century: Outlook for the Future"; "Next Generation Students"; "Learning by Doing: Developing 21st Century Citizens in Today's Classrooms"; "The Past-Present-Future Tenses of Social Studies Education"; "Role Playing Social Scientists in Classroom and Field-based Environments of a Real Life or Real-to-life Nature"; "Putting the 'Science' in Social Science into the Social Studies Curriculum of Middle School Education"; "Putting Students in Touch with their Worlds"; "Modeling Historic Events: A Classroom Research Strategy"; "Proactive Students and Inquiry Based Learning"; "Human Dynamics in the Classroom"; "The Teaching/Learning Process"; "Sequencing Students' Communication Skills Development across the K-12 Social Studies Curriculum"; "Using Schema to Sequence Communication Skills Development among Learners"; and "Art Awareness and Critical Skills Development across the K-12 Curriculum." (DB)

ED 337 406 SO 021 564

Ediger, Marlow
Social Development and the Curriculum.
Pub Date—Jul 91
Note—17p.

Pub Type—Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Child Development, Current Events, *Curriculum Development, Elementary Secondary Education, Human Dignity, Intergroup Relations, *Self Concept, Skill Development, *Social Development, Social Problems, *Student Attitudes, Student Educational Objectives, *Student Needs, Teaching Methods, World Problems

Teachers and administrators need to select objectives for student achievement in social development. Teachers need to follow definite educational psychology standards in helping students work toward objectives. In the classroom, students should have the opportunity to work with learners from diverse racial groups and socioeconomic levels. Educators should work to remedy the evil of discrimination that is rampant in the societal arena. With teacher guidance, students can analyze news broadcasts for accuracy. To achieve empathy, students should visit the ill. To achieve the objective of deploring violence, students need to acquire understanding of minority groups, diverse cultures, and the self. Teachers must provide learning opportunities to rid students of hostility toward other cultural

groups and of ethnocentrism. To obtain an adequate self-concept, students need to be successful learners. An improved self-concept will render students better able to interact with others positively to remedy the evils of society. Objectives for student achievement and the means for reaching those objectives are outlined and discussed. It is concluded that attention to the developmental needs of students is an important area of focus for school teachers and administrators. (DB)

ED 337 407 SO 021 565

VanSledright, Bruce A. Brophy, Jere
Storytelling, Imagination, and Fanciful Elaboration in Children's Historical Reconstructions.
Elementary Subjects Center Series No. 38.
Center for the Learning and Teaching of Elementary Subjects, East Lansing, MI.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—May 91
Contract—G0098C0226
Note—34p.

Pub Type—Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Child Development, *Cognitive Development, Grade 4, *History Instruction, Imagination, Intermediate Grades, Interviews, *Learning Processes, Learning Theories, Narration, *Schemata (Cognition), *Social Studies, *Storytelling, United States History Identifiers—*Historical Explanation, Michigan State University

Interviews with fourth graders who had not yet received systematic instruction in U.S. history revealed that these students are interested in the past, concerned about human intentionality and cause-effect relationships, and able to construct coherent narrative accounts of historical events as they understand them. However, they lack an experience-based schematic framework capable of grounding and connecting their historical thinking, so that their accounts often mix accurate information with confusions, naive conceptions, and imaginative elaborations. This is demonstrated in the historical accounts given by children at this beginning stage of learning about history. The children's accounts can be explained with reference to Kieran Egan's developmental notions and to issues involved in teaching history to elementary grade students and assessing their historical understandings (including both accurate knowledge and misconceptions). Nineteen references are included; one appendix is attached. (DB)

ED 337 408 SO 021 574

Saunders-Hamilton, Tanya
Caribbean Women Writers: Suggested Readings.
Florida International Univ., Miami, Center for Multilingual and Multicultural Studies.

Pub Date—91
Note—12p.
Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Authors, Developing Nations, Females, Foreign Countries, Foreign Culture, *Womens Studies, *World Literature Identifiers—Caribbean, *Caribbean Literature (English), *Womens Literature

This document is a bibliography of books written by Caribbean women writers. Authors and their works are organized by the country of their origin; these include: Antigua, Barbados/USA, Belize, Dominica, Grenada, Guadeloupe, Guyana, Haiti, Jamaica, Martinique, Puerto Rico, Trinidad/Tobago, and Trinidad/USA. Books of interest to children and young people are featured in a separate listing under the following headings: General/Generic Caribbean, Haiti, Jamaica, Puerto Rico, St. Lucia, and the United States (USA). Fifteen sources are included. (DB)

ED 337 409 SO 021 577

Starr, Jerold M., Ed.
The Lessons of the Vietnam War.
Center for Social Studies Education, Pittsburgh, PA.

Report No.—ISBN-0-945919-15-8
Pub Date—91
Note—361p.

Available from—Center for Social Studies Education, 3857 Willow Avenue, Pittsburgh, PA 15234 (\$19.95).

Pub Type—Books (010) — Guides - Classroom - Teacher (052) — Guides - Classroom - Learner

(051)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Curriculum Guides, High Schools, Instructional Materials, Learning Activities, *Learning Modules, Secondary Education, Social Studies, Teaching Guides, Teaching Methods, *United States History, *Vietnam War

This text book on the Vietnam War is to be used in teaching high students. Each of the volume's 12 chapters is a self-contained unit on an aspect of the War. The chapters are: (1) Introduction to Vietnam: land, history, and culture; (2) America at war in Vietnam: decisions and consequences; (3) Was the Vietnam War legal? (4) Who fought for the United States; (5) How the United States fought the war; (6) When war becomes a crime: the case of My Lai; (7) Taking sides: the war at home; (8) How the war was reported; (9) Women's perspective on the Vietnam War; (10) The wounds of war and the process of healing; (11) Boat people and Vietnamese refugees in the United States; and (12) The Vietnam War: lessons from yesterday for today. (Approximately 240 references) (DB)

ED 337 410 SO 021 632

Svengalis, Judith N. Johnson, Virginia
K-12 Music Program Evaluation. Report Number 90-239.

Des Moines Public Schools, IA. Teaching and Learning Div.
Pub Date—Sep 90
Note—60p.

Pub Type—Reports - Evaluative (142)
EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Bands (Music), *Curriculum Evaluation, *Educational Needs, Educational Objectives, Elementary Secondary Education, *Music Education, Orchestras, Program Evaluation, *School Districts, Student Educational Objectives, Vocal Music

Identifiers—*Des Moines Public Schools IA

This paper summarizes an evaluation of the kindergarten through grade 12 music program of the Des Moines (Iowa) Independent Community School District. Major topics include: the music program's purpose, context evaluation, input evaluation, process evaluation, product evaluation, and future plans. The music program offers required music in kindergarten through grade 6. Vocal elective music includes chorus (elementary school); chorus (middle school); and chorus, chamber choir, and swing choir (high school). Elective band and orchestra study begins in the fourth grade and continues through high school. Jazz bands exist in some middle schools and in all high schools in the district. The music supervisor's role is defined. Accomplishments and results are summarized separately for kindergarten through grade 5, grades 6 through 8, and grades 9 through 12. Future plans for providing music in a world-class school are discussed in the following areas: commitment to the music program, teacher re-education and inservice education as a specific groups, equipment, and travel and enrichment funding. The 1989-90 Elementary Instrumental music survey data is provided in tabular form. Data on instructional enrollment changes, middle school music enrollment, high school vocal and instrumental music involvement, total high school music involvement, the Des Moines Solo Festival 1990, the Solo/Ensemble Festival 1990, 1989-90 Decentralized music budget by school (elementary, middle, and high schools), elementary schools and music teachers 1990-91, band faculty 1990-91, and string faculty 1990-91 are included in the appendices. (DB)

ED 337 411 SO 021 653

Kelly, Michael J.
Economic Development in a Declining Economy: The Case of Zambia: 1975-1985. EDI Development Policy Case Series. Analytical Case Studies Number 8.
World Bank, Washington, DC. Economic Development Inst.

Report No.—ISBN-0-8213-1776-8; ISSN-1013-333X
Pub Date—Mar 91
Note—231p.

Available from—Publications Sales Unit, World Bank, 1818 H Street, NW, Washington, DC 20433.

Pub Type—Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Demography, *Developing Nations, Economic Factors, Educational Administration,

Educational Demand, *Educational Development, *Educational Economics, *Educational Finance, *Educational Policy, *Elementary Secondary Education, *Foreign Countries, *Higher Education, *International Education, *Resource Allocation, *Tables (Data)

Identifiers—Zambia

In recent years Zambia has experienced increasingly grave financial problems. The decline in the economy has affected all sectors, including education. The deterioration occurred at a time when the population was growing at a rapid rate. Hence the education sector has been subject to two opposing pressures: a fiscal pressure to curtail financial commitments and a demographic pressure to increase the provision of education. The outcome has been a virtual stagnation in resource allocation, a substantial increase in enrollments, and, in consequence, a reduction in unit expenditure. Nevertheless, public confidence in education as an instrument of development remained high. Even the most indigent people did not question the need to make substantial sacrifices so that the children could have a school education. Although not every problem was solved, the years 1980-1985 showed more determination, confidence, and maturity than the previous 5 years on the part of teachers, administrators, and the general public, who cooperated in what was in effect a massive rescue operation to expand and improve the provision of education. This report presents a portrait of Zambian education during the years 1975-85. There are 19 chapters: (1) The impact of economic decline of education; (2) The development of education in Zambia before 1975; (3) The decline of Zambia's economy; (4) Demography; (5) The financing of education, 1975 to 1985; (6) Financing education: some critical issues; (7) Official development assistance for education; (8) Nongovernmental resources for financing education; (9) Educational provision at the primary and secondary levels; (10) The quality of education; (11) Curriculum issues; (12) Evaluating educational performance; (13) The teacher during the years of economic difficulty; (14) The pupil in school and afterwards; (15) Educational supervision, planning, and decisionmaking; (16) Continuing education programs; (17) The University of Zambia during the years of economic difficulty; (18) The general level of education; and (19) The robustness of the education system. There are numerous tables of data throughout the report and an eight-page list references is included. (Author/DB)

ED 337 412 SO 030 025

Winn, Michael

Youth and Government Project Proposal for a Program To Develop Personal & Social Responsibility and More Involvement in Community Affairs in Urban Areas.

Pub Date—89

Note—91p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Citizenship Education, *Community Action, *Community Involvement, *Community Programs, *Educational Resources, *Elementary Secondary Education, *Local Government, *Minority Group Children, *Pilot Projects, *Program Proposals, *Social Change, *Social Studies, *Student Attitudes, *Student Needs, *Student Projects, *Surveys, *Urban Areas, *Urban Improvement, *Youth Programs

Identifiers—*California (San Diego)

A program designed to provide input from young people to local governments in California, and to expand participation of young people and families in community affairs, is presented in this proposal. Funding is sought in the proposal to develop materials to implement a pilot program in San Diego County (CA) that would involve more than 100,000 children each year, many of whom are members of cultural minorities. The Youth and Government project involves a survey of public school students in grades 3-12 in which students are asked to give input about problems in the community and to say how they would like to change things. From an essay writing contest a number of students are selected to participate in a community-wide mentoring program with business and government officials. One essayist is selected to be "mayor-for-a-week." Social studies teachers discuss results of the survey with their classes, and direct students in small groups. The groups take on projects to: (1) investigate problems mentioned in survey responses in relation to their own behavior; (2) find solutions to problems pointed out in the survey responses;

and (3) prepare and deliver recommendations for solutions to city government. This proposal report contains the following sections: brief description of the project, introduction, scope and use of funds, project goals, background, survey technique, how a community youth survey is conducted, survey interpretation and report generation, items in the youth government kit, "Making Changes" synopsis, "Making Changes" chapter outline, and a guide for educators that includes: suggested lesson plans, details of a practical lesson, student practice guides, and a history of the San Diego KidsPlace Survey. Three appendices also are included: (1) 1990 survey forms; (2) 1989 press clippings; and (3) 1989 survey report summary. (DB)

ED 337 413 SO 030 210

Pena Borrero, Margarita, Ed.

Educación en Ciencia, Tecnología y Sociedad: Teoría y Práctica (Education in Science, Technology, and Society: Theory and Practice).

National Science, Technology and Society Network, University Park, PA.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date—90

Note—81p.

Language—Spanish

Pub Type—Guides - Classroom - Teacher (052) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Curriculum Development, High Schools, Science Activities, *Science and Society, Science Curriculum, *Science Education, Social Change, *Teaching Methods, Technological Literacy

This volume compiles Spanish translations of seven articles on different aspects of Science, Technology and Society Education. The papers, originally written in English, were used during the first in-service training seminar for high school science teachers, which took place in Mayaguez under (Puerto Rico) joint sponsorship of the National Science, Technology, and Society (STS) Network, the Puerto Rico Department of Education, and the University of Puerto Rico, Mayaguez. Original English titles and authors of the papers translated are: (1) "The ABC's of Science, Technology and Society" by Rustum Roy and Leonard Waks; (2) "STS Developments Across the World" by William F. Williams; (3) "The Emergence of a New Synthesis for Biology Education" by Paul deHart Hurd; (4) "The Responsibility Cycle" by Leonard Waks; (5) "Identifying STS Issues and Themes: Some Conceptual Tools" by Margarita Pena Borrero and Leonard Waks; (6) "Developing an STS Thematic Unit" by Frederick Staley; and (7) "School-Community Relations for Ethics and Values in STS Education" by Leonard Walls. (Author)

ED 337 414 SO 030 244

Dege, Rogena M., Ed.

Cultural Policy and Art.

Oregon Univ., Eugene.

Pub Date—87

Note—52p; The included articles were originally presented as papers as a part of a lecture series on Art, Culture, and Power sponsored by the Department of Art Education, School of Architecture and Allied Arts, University of Oregon, Eugene, February, 1986.

Journal Cit—Controversies in Art & Culture; v1 n1 1987

Pub Type—Collected Works - Serials (022) — Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Art, *Art Education, Critical Thinking, Current Events, Educational Policy, *Political Issues, *Public Policy

This document presents three papers by scholars who participated in a lecture series on current controversies regarding politics and the arts. Judith H. Balfe argues in her paper, "Affinities of Art and Politics: Gilt by Association," that despite a history of institutional separatism, art and politics are linked with one another because they both establish hierarchies of power. This affinity is demonstrated by use of contemporary examples that link politics to the museum world. Edward C. Banfield's paper, "Art and the Public Interest," offers an argument for the inappropriateness of public subsidy for the arts. The premise is based on an interpretation that places federal support for the arts outside the delegated powers of the U.S. Constitution. Ralph A. Smith suggests in his paper, "Reshaping Policy for

Arts Education," that arts education policy in schools is fraught with efforts to solve social, political, or economic problems rather than to serve truly educational ends. (Author/DB)

SP

ED 337 415 SP 033 008

Makedon, Alexander

Teaching As an Autonomous Profession: Teacher Training in a New Key.

Pub Date—28 Apr 89

Note—15p; Paper presented at the Annual Conference of the Illinois Association of Colleges of Teacher Education (Springfield, IL, April 28, 1989).

Pub Type—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, Classification, *Educational Objectives, Elementary Secondary Education, Higher Education, Preservice Teacher Education, *Professional Autonomy, *Professional Recognition, Schools of Education, *Teacher Education Curriculum, *Teaching (Occupation)

Identifiers—*Professionalization of Teaching

Discussions on how best to improve the professional status of teaching are necessarily based on certain consciously or subconsciously held assumptions of what the terms "profession" and "teaching" are. As a result, disagreements regarding the best way to improve teaching may be more the result of a difference in definition of these two terms than the best way to apply a commonly held view. This paper suggests a typology of definitions for both terms which can be used as an analytical tool for evaluating not only the present professional status of teaching, but also how such status may change as a result of changing definitions. Following an analysis of various definitions of "teaching" and "profession," this paper concludes that teacher training institutions can facilitate the elevation of teaching to professional status by reorganizing teacher training around a knowledge base that rests on testing and research and which has as its focus the improvement of students' academic achievement. (Author/IAH)

ED 337 416 SP 033 129

Fisher, Janet Cameron, And Others

Making "A World of Difference" in Teacher Education.

Pub Date—[90]

Note—9p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Classroom Techniques, *Cross Cultural Training, *Cultural Awareness, *Curriculum, Elementary Secondary Education, Equal Education, Ethnic Discrimination, Higher Education, *Methods Courses, Minority Groups, *Multicultural Education, Preservice Teacher Education, Racial Bias, Racial Discrimination, Teacher Improvement

Identifiers—Anti Defamation League, Bnai Brith, *California State University Los Angeles

A program titled "A World of Difference" (AWOD), designed to reduce racial, ethnic, and religious prejudice and discrimination, is incorporated into teacher education classes at California State University (Los Angeles). AWOD is a school-, community-, and media-based program, originally introduced in 1985. The program includes lessons on American beliefs and values, prejudice, stereotyping, discrimination, scapegoating, and racism. Each community that adopts AWOD develops its own local educational materials. The AWOD elementary and secondary classroom curriculum developed for multicultural communities in southern California provides strategies to reduce intergroup tensions and prejudice and enhance self-esteem. Activities and strategies in the lessons help develop students' cognitive sophistication. The paper presents several examples of AWOD lessons incorporated into the syllabi of certain methods courses, noting that teachers need techniques to enable every child to achieve maximally at a time when population projections define a future markedly different from the present. The examples come from science, foreign language/English as a Second Language, mathematics, English, art, and social studies; and from general credentialing courses such as instructional strategies and classroom management. (SM)

150 Document Resumes

ED 337 417 SP 033 184

Waller, Penny K.
Developing and Implementing an Inservice Workshop Series for Middle School Educators in Learning/Teaching Styles and Multiple Intelligences.

Pub Date—90
Note—78p.; Ed.D. Practicum, Nova University.
Pub Type—Dissertations/Theses - Practicum Papers (043) — Tests/Questionnaires (160)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Classroom Techniques, *Cognitive Style, *Faculty Development, Higher Education, Inservice Teacher Education, Intermediate Grades, Junior High Schools, *Learning Strategies, *Middle Schools, *Self Evaluation (Individuals), Teaching Styles

Identifiers—*Multiple Intelligences

The purpose of this practicum was to increase teachers' awareness of various learning styles and multiple intelligences in middle school classrooms by analyzing their own styles and applying that knowledge to their teaching styles and strategies. Six workshops designed to introduce, assess, and offer tangible classroom strategies in learning/teaching styles and multiple intelligences were held during the implementation phase of this practicum. Subsequently, the information utilized by staff from the workshops was tallied through observation data, lesson plans, pre- and posttest surveys, and an interdisciplinary unit checklist. Outcomes of the practicum were positive—all four objectives were reached successfully. The heightened awareness and utilization of diversity in styles of teaching, ways of learning, strategies used in the classroom, and kinds of intelligences have yielded potential long-term effects for the benefit of students and educators. Six appendices include: (1) Daily Lesson Plans; (2) Learning/Teaching Styles Checklist; (3) Teacher Talk Time/Strategies Tally Sheet; (4) Evaluation Checklist; (5) Post Observation: Elements of Learning/Teaching Styles; and (6) Post Workshops/Classroom Experience Poll. (45 references) (Author/LL)

ED 337 418 SP 033 241

Weiner, Lois
Teachers: Lost at the Crossroads of Historiography.

Pub Date—April 91
Note—24p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).

Pub Type—Speeches/Meeting Papers (150) — Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Educational History, Elementary Secondary Education, *Females, *Historiography, Literature Reviews, *Teachers, *Teaching (Occupation), *Unions

Identifiers—*Feminist Scholarship

The study of teachers may well be a lens for focusing history of education's disparate perspectives, for teachers stand at the intersection of several of historiography's most dynamic currents. Teachers can be categorized as women, workers, professionals, citizens, and conveyers of values and ideas. Yet, until quite recently, teachers and their lives were absent from the writing of historians. This paper examines how and why several different waves of educational historiography have ignored the history of teachers. Ultimately, teachers as a subject of historical investigation were discovered at the crossroads of labor and women's history, but not before both perspectives were well established. Teacher unionism and teachers as a subject of feminist scholarship are discussed. Forty bibliographical references are included. (IAH)

ED 337 419 SP 033 245

Weindling, Dick
The Changing Role of Headteachers in England and Wales.

Pub Date—April 91
Note—35p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).

Pub Type—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Administrator Attitudes, *Administrator Role, Comparative Education, *Educational Change, Educational Legislation, Elementary Secondary Education, Foreign Countries, Longitudinal Studies, *Politics of Education, *Principals, *School Restructuring

Identifiers—Education Reform Act 1988 (England), England, *Head Teachers, Wales

This paper uses the research findings of a longitudinal national study to examine the changing role of headteachers (principals) in England and Wales. The first section provides some basic information about the United Kingdom education system and a short historical perspective on the traditional role of the headteacher. Education in the United Kingdom is currently undergoing unprecedented change; legislation, particularly the Education Reform Act of 1988, is bringing about restructuring on a national scale. In the first part of the paper, these reforms are discussed and compared with reforms occurring in other countries. The second half of the paper is concerned with the headteachers' views on the changing situation, as well as with the changes that take place as new headteachers settle into the job. Over 80 percent of the headteachers interviewed as part of the national study maintained that their roles had changed considerably, that they were now much more concerned with responses to external initiatives, management and administration, public relations, and staff support. In addition, these headteachers indicated that the volume of work had increased significantly. (IAH)

ED 337 420 SP 033 248

Romerda, Nancy Sue
Shared Leadership in a Professional Development Center.

Pub Date—April 91
Note—16p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College School Cooperation, Collegiality, Higher Education, Intermediate Grades, Junior High Schools, *Leadership, *Middle Schools, *Peer Relationship, *Teacher Role

Identifiers—*Professional Development Schools

The Puget Sound Professional Development Center (PSPDC) was established in 1989 as a partnership between the University of Washington and four middle schools. PSPDC has created collaborative and substantial teacher leadership roles. In performing the role of teacher leader coordinator (TLC), teachers: (1) were fully participating members of the PSPDC planning and policy making committee; (2) worked to connect the PSPDC mission to their schools and to bring the school's point of view to bear on that mission; and (3) collaborated with peers to promote further teacher leadership and to implement the PSPDC vision. Four TLCs participated in this study to determine how teachers share leadership in a collaborative professional development school. Interviews, observations, and artifact analyses yielded six tentative hypotheses: (1) TLCs influence the direction of PSPDC by being the rudder or at times the brakes; (2) TLCs rely on the bureaucratic legitimacy of the PSPDC or the school to gain compliance; (3) TLCs initially lead their peers by following the path of least resistance; (4) TLCs lead their peers by using persuasive techniques; (5) in the leadership role, the TLCs attend to the feelings of all involved; and (6) with time, TLCs established their own aura of leadership, and thereby began to legitimize their position with their peers. (IAH)

ED 337 421 SP 033 252

Soled, Suzanne Wegener Yinger, Robert J.
Developing a Theoretical Framework for Faculty Planning and Collaboration.

Pub Date—91
Note—19p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*College School Cooperation, Educational Change, Elementary Secondary Education, Higher Education, *Preservice Teacher Education, *Program Design, Program Development, Teacher Education Curriculum, *Teacher Education Programs

Identifiers—*Knowledge Base for Teaching, Professional Development Schools, *University of Cincinnati OH

The College of Education at the University of Cincinnati agreed to examine its teacher education programs and initiate program changes within the broad framework provided by the Holmes initiatives. Those involved began by developing a conceptual framework for pursuing planning and implementation efforts in the college. Rather than proposing a master plan for teacher education reform, they agreed upon six principles of implementation which guided process planning: patterns, organic order and change, local decision making, individual program growth, evaluation, and coordination. The framework developed is grounded in the notion that a central component of expertise in a practical undertaking like teaching is a "language of practice." Since there was no language of practice for teaching, the researchers developed their own—a pattern language which embodies the goals and means for the program design and implementation. This paper discusses these process principles and the pattern language as a model for developing a theoretical framework for restructuring the university's teacher education programs. (Author/IAH)

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ED 337 422 SP 033 258

Enwonwu, Cyril O., Ed.
Functional Significance of Iron Deficiency. Annual Nutrition Workshop Series, Volume III.

Meharry Medical Coll., Nashville, Tenn.

Pub Date—90

Note—159p.

Available from—Meharry Medical College, Center for Nutrition, 1005 D. B. Todd Boulevard, Nashville, TN 37208 (\$20.00).

Pub Type—Collected Works - Proceedings (021)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Adults, *Anemia, *Blacks, Child Health, Children, *Dietetics, Health Promotion, Learning Problems, Neurological Impairments, *Physical Health, Prenatal Influences, Public Health

Identifiers—*Iron (Metal), *Minerals (Nutrition)

Iron deficiency anemia impairs cognitive performance, physical capacity, and thermoregulation. Recent evidence suggests that these functional impairments are also evident in subclinical nonanemic iron deficiency. Very little is known about the relevance of the latter to the health of blacks, who have been shown to have the highest prevalence of iron deficiency among all ethnic/racial groups in the United States, and other minorities. The Third Annual Nutrition Workshop was intended to fill this and other related important gaps. These conference proceedings include papers on the following topics: "Functional Significance of Iron Deficiency"; "Dietary Habits of Blacks and Other Ethnic Minorities in the U.S. with Special References to Iron Status"; "Iron Deficiency Diagnosis"; "Dietary Factors Influencing Bioavailability of Dietary Iron"; "Maternal Iron Deficiency and Pregnancy Outcome"; "Iron Deficiency: Pediatric Epidemiology"; "Iron Deficiency Coexisting with Sickle Cell Anemia"; "Iron Deficiency, Thyroid Function, and Thermoregulation"; "Immunity and Infection in Iron Deficiency"; "Iron Overload in Different Population Groups"; "Malnutrition, Work Performance and the Role of Iron"; "Iron in the Central Nervous System"; "Relationship of Brain Iron to Dopaminergic Neurotransmission and to the Genesis of Parkinson's Disease"; "Iron Deficiency: Long-Term Effects on Learning"; "Iron Deficiency and Childhood Lead Poisoning"; and "Iron Deficiency—Research Priorities." (IAH)

ED 337 423 SP 033 259

Fowler, Thaddeus W., And Others
The Cincinnati Initiative: Restructuring Teacher Education—Process, Conflict, Resolution.

Pub Date—Feb 91

Note—34p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (New Orleans, LA, February 16-20, 1991).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Elementary Secondary Education, *Extended Teacher Education Programs, Higher Education, *Preservice Teacher Education, *Program Content, Program Descriptions, Program Development, *Teacher Education Curriculum

Identifiers—*Knowledge Base for Teaching, Professional Development Schools, *University of Cincinnati OH

This paper describes the program components of a restructured teacher education program and the process of designing, approving, and implementing the Cincinnati Initiative for Teacher Education. The model for the restructured elementary and secondary teacher education and certification programs at the University of Cincinnati requires 5 years of study and reflects the following features: (1) joint

enrollment in the College of Education and the College of Arts and Sciences; (2) general education and a disciplinary major leading to a bachelor's degree in Arts and Sciences; (3) educational studies and professional studies leading to a bachelor's degree in education, teacher certification, and approximately 15 hours of graduate credit; and (4) integrated clinical and field experience culminating in fifth-year teaching internships in a professional development school. The program design process included proposing, discussing, and writing a set of patterns for teacher education that framed and operationalized the planning efforts. The current version of the pattern language contains 89 patterns. The paper includes an illustration of the organization and specific pattern names of the "Pattern Language for Teaching." (IAH)

ED 337 424 SP 033 278

Barrett, Laverne A.

Changing Teaching Effectiveness Behavior through In-Service.

Pub Date—6 Dec 91

Note—9p; Paper presented at the Annual Meeting of the National Agricultural Education Research Association (18th, Los Angeles, CA, December 6, 1991).

Pub Type—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Agricultural Education, High Schools, *Inservice Teacher Education, Longitudinal Studies, Postsecondary Education, *Teacher Effectiveness, Time Factors (Learning), Vocational Education

Identifiers—Reflective Teaching

The objective of this study was to determine the difference in teaching effectiveness between experimental and control teachers as a result of a coordinated inservice program. Subjects were 83 high school teachers of vocational agricultural and other vocational subjects. Results indicate that inservice programs with a substantial theoretical base that can be understood and applied by teachers seemed to help teachers be more effective. Three areas of inservice training that helped the experimental teachers be more effective were knowledge and application of teaching and learning styles, classroom environments, and teaching effectiveness competencies. Teacher identification of needs, based on observational and student data, and development of a plan to improve, had a significant effect on the experimental group of teachers. The 3-year duration of the inservice program had a positive effect on change of teacher behavior. (IAH)

ED 337 425 SP 033 285

Claudet, Joseph G. And Others

A Metaphorical Analysis of Professional Development Conferences with Teachers: Implications for Evaluating Statewide Teacher Assessment Initiatives.

Pub Date—Apr 91

Note—57p; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Administrator Role, Educational Research, Elementary Secondary Education, *Faculty Development, Interprofessional Relationship, Interviews, *Metaphors, *Teacher Attitudes, *Teacher Certification, Teacher Evaluation, *Teacher Role

Identifiers—*Louisiana

This study of educator interviews and conferences required by the Louisiana teacher certification program (Louisiana System for Teaching and Learning Assessment and Review (STAR)) is grounded in the supposition that metaphors infuse educators' everyday professional interactions. Of particular interest were: the nature of the various conference roles assumed by the participants; the underlying beliefs and perspectives that determined these role assumptions; the relative degree of congruence of the roles assumed with the STAR model for conference participant roles; and the kinds of conference behaviors engaged in as a result of the actual roles taken. Three types of conference were discerned: Type 1 involving educators who were resistant to change as represented by the STAR; Type 2 involving educators who assumed the metaphorical roles of expert panel, grievance committee, or support group; and Type 3 involving educators who exhibited a great degree of openness to assuming the STAR reflective and conference roles. The Type 3 participants

showed willingness to interact as reflective professionals and collaborative learners, with the result that their discussions were more context-specific and data-based than discussions in conference types 1 and 2. Appendixes include: Table of Contents of STAR; Performance Dimension IV: Enhancement of Learning; Teaching and Learning Component IV: Monitoring Learning Tasks and Informal Assessment; STAR Professional Development Process; and Conference Metaphoric Role/Empowerment Continuum. (AMH)

ED 337 426 SP 033 286

Field, Teresa Turner

Toward a Shared Vision of Education Reform: Establishing Professional Development Schools. Draft.

Pub Date—Mar 91

Note—76p; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (Atlanta, GA, March, 1991).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*College School Cooperation, Educational Change, Elementary Secondary Education, Higher Education, *Program Development, *Program Implementation, Teacher Education, Teamwork

Identifiers—*Benedum Project WV, Holmes Group Report, *Professional Development Schools, West Virginia University

This paper describes the strategies, issues, activities, and interactions associated with establishing six professional development schools (PDS) as part of the Benedum Project in West Virginia. Establishment of the PDSs was a collaborative project, a school-university partnership between West Virginia University and local school districts. The planning process included assembling a PDS team to develop a conceptual framework for the PDSs, determine site selection criteria, review applications, and select sites. The first Benedum Professional Development Schools represent the diversity of schools in West Virginia and the region. A brief overview of the focus and organization of each PDS is provided. Each site has established a steering committee to coordinate and manage PDS activities in its school. Critical factors in establishing the PDSs include thorough planning, providing release-time for school and college educators, and flexibility. The appendixes include belief statements which guide PDS activities, the PDS application, and site selection criteria. (IAH)

ED 337 427 SP 033 294

Baker, Janet M.

Subject Specific Pedagogy: Are We Ready To Change Our Vision of Teaching?

Pub Date—5 Aug 91

Note—19p; Paper presented at a Meeting of the Association of Teacher Educators (August 5, 1991).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Educational Change, *Educational History, Elementary Secondary Education, Higher Education, *Preservice Teacher Education, *Schools of Education, *Teacher Education Curriculum

Identifiers—Carnegie Foundation for Advancement of Teaching, *Knowledge Base for Teaching, *Pennsylvania

Subject specific pedagogy represents current efforts to integrate the learning of content with the learning of pedagogy—a goal that has attracted and eluded teacher educators for more than a century. Debate over the relationship of professional education courses and academic subjects began soon after the founding of the first U.S. normal school. One of the three curriculum models that competed for acceptance during this period was the professional treatment approach, which promoted integration of education and academics so that the goal of producing a trained teacher would be apparent in every course. For more than a decade Pennsylvania's teachers colleges tried and failed to develop a professional curriculum that combined instruction in academics with instruction in pedagogy. This failure may be attributed to several factors that continue to obscure reform and fuel debate. These factors include confusion over the meaning of professionalism; status concerns of educators; the place of teacher education in higher education; the role of national reports; and the question of research. Re-

search on subject specific pedagogy can provide a basis for development of a more technical knowledge base in teaching, thus advancing the mission of successfully integrating subject knowledge and pedagogy. (IAH)

ED 337 428 SP 033 295

Ganser, Tom

Beginning Teachers' and Mentors' Perceptions of Effective Mentoring Programs (Draft).

Pub Date—Feb 91

Note—29p; Paper presented at the Annual Meeting of the Association of Teacher Educators (71st, New Orleans, LA, February 16-20, 1991).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Beginning Teacher Induction, Beginning Teachers, Elementary Secondary Education, *Helping Relationship, *Mentors, Pilot Projects, Professional Development, Program Effectiveness, Program Evaluation, Teacher Education Programs, Teaching (Occupation), Teaching Experience

Identifiers—*Protege Mentor Relationship

This study was conducted to examine perceptions of effective mentoring by both beginning and experienced teachers. Fourteen mentors and 15 beginners agreed to participate. Tape recorded interviews were conducted with each individual; questions related to: (1) the mentor's prior experience and the beginner's teacher preparation; (2) specific features of mentoring programs such as evaluation of beginners, training, incentives and rewards, specification of responsibilities, support by administration, physical proximity of beginners and mentors, and individualization of mentoring programs; (3) factors used in matching beginners and mentors such as age, gender, content area or grade, and general approach to teaching; and (4) possible benefits and problems of mentoring programs. Findings reveal the following common factors: the importance of matching beginners and mentors by grade level or content area; the role of mentor as someone who provides the beginner with support and encouragement; the role of mentor as someone who assists the beginner to fit into the school setting; and the accessibility of the mentor to the beginner in terms of time and physical proximity. (LL)

ED 337 429 SP 033 296

Lang, H. R.

Making Effective Instructional Choices: A Practical Approach.

Pub Date—5 Aug 91

Note—23p; Paper presented at the Summer Conference of the Association of Teacher Educators (Minot, ND, August 5, 1991).

Pub Type—Speeches/Meeting Papers (150) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Classroom Techniques, Cognitive Style, Educational Resources, Educational Technology, Elementary Secondary Education, Foreign Countries, Instruction, *Instructional Effectiveness, *Teacher Effectiveness, *Teaching Methods, *Teaching Models, *Teaching Skills

The larger the range of instructional skills, methods, strategies, and models that a teacher has at his or her command, the more skilled the teacher will be in selecting and delivering appropriate instruction, and the better students will learn. Effective teachers make use of a wide range of instructional resources. Research on instruction shows that a variety of instructional strategies and methods should be used to meet the needs of the class and the individuals in it and to achieve the goals of education. Several variables must be considered when choosing the instructional models, strategies, and methods to use in a course, unit, or lesson: objectives and content, sequence, degree of control, interaction pattern, learning style, and practical considerations. (IAH)

ED 337 430 SP 033 300

Micheli, Lyle, Ed. And Others

Soviet-American Dance Medicine. Proceedings of the Glasnost Dance Medicine Conference and Workshops (Boston, Massachusetts, May 18-19, 1990).

American Alliance for Health, Physical Education, Recreation and Dance, Reston, VA. National Dance Association.

Report No.—ISBN-0-88314-512-X

Pub Date—91

Note—118p.

152 Document Resumes

Available from—AAHPERD, Publications Sales, 1900 Association Drive, Reston, VA 22091.

Pub Type—Collected Works - Proceedings (021)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adults, Children, *Dance, *Dance Education, Health Promotion, *Injuries, *Medical Services, Physical Therapy, Physicians, *Sports Medicine

Identifiers—Dance Companies, United States, USSR

The information shared in this document represents a dialogue between the United States and the Soviet Union on the discipline of dance medicine, which involves the care of injured dancers as well as prevention of injuries. An introduction including a preface, opening remarks, and an overview of dance medicine comprises section 1. The second section contains presentations: "Anatomic, Physiologic, and Developmental Concerns: Dance Injury"; "Orthopaedic Aspects of Dance Medicine"; "Stress Fractures in the Dancer"; "Dance Medicine in the Soviet Union"; "The Role of Physical Therapy in Dance Medicine"; "Workshop: Physical Therapy and Dance"; "Treatment and Rehabilitation of Common Dance Injuries"; "Strapping for Prevention of Lower Extremity Injuries"; "The Psychological Aspect of Dance and the Dancer"; "Dancers in Transition"; "Aspects of Dance and the Dancer"; "Dancers in Transition"; "Prevention of Dance Injury"; and "A Prospective Study of Physiological Characteristics of Ballet Dancers." Section 3 is a roundtable discussion entitled "The Dancer and Injury"; this section contains: "The Role of the Artistic Director and Choreographer"; "The Role of the Dance Teacher"; "Life and Training of a Professional Ballet Dancer in the United States"; and "Dance Training in the Soviet Union: Experiences of an American Student and Performer." Sections 4 and 5 consist of questions, answers, and short biographies of presenters. (LL)

ED 337 431 SP 033 301

Greenberg, Jerrold S. Dintiman, George B.

College Student Self-Care Diary.

American Alliance for Health, Physical Education, and Recreation, Washington, D.C. Association for the Advancement of Health Education.

Report No.—ISBN-0-88314-501-4

Pub Date—91

Note—67p.

Available from—AAHPERD, Publications Sales, 1900 Association Drive, Reston, VA 22091.

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Behavior Change, *College Students, *Diaries, *Health Education, *Health Materials, Higher Education, *Physical Fitness, Preventive Medicine, *Self Care Skills

The purpose of this document is to help college students maintain health by keeping a weekly diary of health related behaviors including diet, exercise, and stress levels. In addition each weekly entry presents a self-care tip for health improvement. Discussions of the college student and health, health and lifestyle, instructions on use of the diary, a sample week's entry, and techniques for changing behavior are included. Self-care tips deal with: when and how to be your own doctor, sexually transmitted diseases, skin aging and skin cancer, preventing dental caries, personal exercise programs, time management, fertility control, nutritional myths, managing anxiety, cardiorespiratory fitness, testes and breast self-examination, managing cholesterol, preventing fitness injury, relaxation techniques, preventing osteoporosis, nutrition and cancer prevention, self-assertion, and a sensible approach to weight control. The final section offers toll-free numbers for health information, an exercise activity chart, a calorie chart and guide to nutritive value, and a list of common injuries and their treatment. (LL)

ED 337 432 SP 033 302

Crawford, Michael E., Ed. Card, Jaclyn A., Ed.

Annual in Therapeutic Recreation, Volume 2.

American Alliance for Health, Physical Education, Recreation and Dance, Reston, VA.

Report No.—ISBN-0-88314-511-1

Pub Date—91

Note—117p.; For Volume One, see ED 322 092. Available from—AAHPERD, Publications Sales, 1900 Association Drive, Reston, VA 22091 (\$9.00 members, \$16.50 non-members).

Pub Type—Collected Works - Serials (022)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adolescents, Adults, Alzheimers Disease, Children, *Coping, Disabilities, Drug Addiction, *Family Caregivers, *Leisure Education, Measures (Individuals), *Research Methodology, Social Psychology, Standards, *Therapeutic Recreation, Work Attitudes

Identifiers—*AAHPERD

This volume focuses on therapeutic recreation, as a subject of inquiry and as a treatment tool. The 11 articles include original field based research, program development initiatives, issue and theory of practice papers, and original tutorials in assessment and research. The article titles are: "The Role of Leisure Education with Family Caregivers of Persons with Alzheimer's Disease and Related Disorders" (M. J. Keller, S. Hughes); "Selected Assessment Resources: A Review of Instruments and References" (N. Stumbo); "The Family Lab: An Interdisciplinary Family Leisure Education Program" (M. Malkin, R. Phillips, J. Chumler); "Perception of Client Needs in Chemical Dependency Treatment Programs" (C. Hood); "Caregivers, the Hidden Victims: Easing Caregiver's Burden through Recreation and Leisure Services" (L. Bedini, C. W. Bilbro); "Facilitating the Child's Adjustment to Parental Disability" (R. Blesch-Hill, L. Heeney); "The Interface between Social and Clinical Psychology: Implications for Therapeutic Recreation" (D. Austin); "Relationships between Meanings of Work and Meanings of Leisure among Wheelchair (Basketball) Athletes" (S. Hunt); "Answering Questions about Therapeutic Recreation Part 1: Formulating Research Questions" (B. McCormick, D. Scott, J. Dattilo); "Answering Questions about Therapeutic Recreation Part 2: Choosing Research Methods" (J. Dattilo, B. McCormick, D. Scott); and "Standards: A Tool for Accountability, the CARF Process" (A. Toppel, B. Beach, L. Hutchinson-Troyer). (IAH)

ED 337 433 SP 033 319

Marcinkowski, Thomas J. And Others

An Environmental Education Approach to the

Training of Middle Level Teachers: A Prototype

Programme. Environmental Education Series 30.

United Nations Educational, Scientific, and Cultural Organization, Paris (France). Div. of Science, Technical and Environmental Education.

Pub Date—90

Note—184p.

Available from—Environmental Education Section, Division of Science, Technical and Environmental Education, UNESCO, 7 Place de Fontenay, Paris 75700, France (free).

Pub Type—Information Analyses (070)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Class Activities, Core Curriculum, Educational Objectives, *Environmental Education, Higher Education, Intermediate Grades, Junior High Schools, *Middle Schools, *Preservice Teacher Education, *Program Design, Specialization, Student Characteristics, *Teacher Characteristics, *Teacher Education Programs, Teaching Methods

Identifiers—*International Environmental Education Programme, UNESCO

This document describes the design, content, and methods of a teacher education program (TEP) with a specialization in environmental education (SEE), intended to prepare teachers for middle schools. The SEE is also suggested as inservice for staff members. Part 1 presents the goals of the TEP and translates these goals into learner objectives. It presents a model of environmental literacy and several crucial components of this model as they relate to the goals (e.g., environmental sensitivity and citizenship responsibility). Part 2 provides some background on the nature of the middle school and on characteristics of middle school teachers and students. Part 3 offers a full description of "core" courses, with specific suggestions for the inclusion of environmental content, and discusses concerns and suggestions regarding both the scope and sequence of courses within the SEE. Part 4, "Planning for Instruction in Environmental Education," focuses on the variables of instructional design, resources, and methods; presents the General Teaching Model as well as a set of corresponding instructional methods and resources; and discusses critical outcomes of instruction and the instructional strategies needed to help students realize those outcomes. Part 5 presents sample activities for courses within the SEE. (LL)

ED 337 434 SP 033 321

Broyles, India L. And Others

The Context for a Clinical Teacher Education Component.

Pub Date—26 Apr 88

Note—20p.; Paper presented at the Annual Meeting of the New England Educational Research Organization (Rockland, ME, April 26, 1988).

Pub Type—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Context Effect, *Educational Environment, *Excellence in Education, Higher Education, High Schools, *Institutional Characteristics, Preservice Teacher Education, School Organization, Teacher Characteristics

Identifiers—*Clinical Teacher Education, Teachers for Secondary Schools Program

The purpose of this study was to inquire into the characteristics, regularities, relationships, behaviors, and effects of schools in relation to their role in a clinical teacher education program. The analysis of three high schools followed the inquiry perspective termed "portraiture." Sketches were drawn of the three schools which served as clinical training centers for the Teachers for Secondary Schools Program at the University of Southern Maine. Data were gathered from direct observations within the school over a 4-month period, from weekly logs of teacher interns, and from a guided discussion with interns. Analysis of the data suggested that despite their unique contexts, all of these high schools could be examined in relation to eight themes that arose from the portraits in "The Good High School" (S. L. Lightfoot). After summarizing the sketches of each school, this paper presents each of the eight themes, interprets each school's representation of the theme, and relates that representation to the experiences of interns with that context as a clinical training site. (IAH)

ED 337 435 SP 033 326

Sparks-Langer, Georgea Mohlman And Others

Promoting Cognitive, Critical, and Narrative Reflection.

Pub Date—Apr 91

Note—31p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).

Pub Type—Speeches/Meeting Papers (150) - Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Cognitive Processes, Critical Thinking, *Decision Making, Elementary Secondary Education, Higher Education, Inservice Teacher Education, Literature Reviews, Moral Values, Personal Narratives, Preservice Teacher Education, Teacher Attitudes, *Teacher Improvement, *Thinking Skills, Value Judgment

Identifiers—*Reflective Thinking

The paper reviews literature on three orientations to teachers' reflective thinking (cognitive, critical, and narrative). The cognitive approach includes studies of teachers' information processing and decision making, emphasizing how teachers make decisions. The critical approach has its roots in problem framing and ethical and moral reasoning. It stresses the substance of decisions made by examining teacher experiences, values, sociopolitical implications, and goals. The teacher narrative approach refers to teachers telling their own stories via naturalistic inquiry, case studies, and action research. The three aspects illustrate how the field of research on teaching is moving from a predominantly behavior-oriented paradigm of teaching to a reflective paradigm. The paper presents four studies of reflective thinking to illustrate what is being learned and promoted on the subject: (1) a description of preservice teachers' reflective thinking; (2) a comparison of preservice teachers' reflective thinking; (3) growth in inservice teachers' reflective thinking; and (4) growth in novice teachers' reflective thinking. Guided field experiences with writing, thought, discussion, and a coherent view of reflective thinking can help future teachers analyze and interpret classroom experiences. Teacher workshops and coaching develop the ability to use principles and context to explain their actions. An appendix provides more detail on the first study. (SM)

ED 337 436 SP 033 327

Page, Jane A. Page, Fred M., Jr.

The Teaching Profession As Perceived by African-Americans.

Pub Date—3 Apr 91

Note—38p.; Paper presented at the Annual Meeting

ing of the American Educational Research Association (Chicago, IL, April 3-7, 1991).

Pub Type— Speeches/Meeting Papers (150) — Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Black Students, *Black Teachers, Career Choice, Elementary Secondary Education, Equal Education, Equal Opportunities (Jobs), Higher Education, *Labor Turnover, *Preservice Teacher Education, Questionnaires, *Teacher Attitudes, Teacher Background, *Teacher Recruitment, Teaching Conditions

Identifiers—*African Americans, Georgia

A study examined factors contributing to the decline in numbers of African-American teachers, with four objectives: (1) to identify factors encouraging and discouraging them to consider teaching as a career; (2) to determine differences in their perceptions by background variables; (3) to determine factors influencing them to leave the profession; and (4) to identify recommendations for recruitment and retention of African-American teachers. From 1989-1990, researchers gathered data from 64 schools in southern Georgia, and they selected 16 African-American college students and 11 educators for interviews. Part 1 of a questionnaire asked for background data on preparation, teaching position, and personal characteristics. Part 2 allowed teachers to identify their perceptions of teaching as a career. The interview process let them analyze findings from the survey research. Results suggest the major deterrent to majoring in education is salary. Both college students and teachers emphasized the importance of encouraging students to consider teaching when they are young. Subjects listed the consistent assignment of African-American teachers to low-level classes and/or classes with behavior problems as a reason many leave the profession. Four appendices offer the survey instrument, three tables, a case study based on a teacher interview, and a list of 17 references. (SM)

ED 337 437

SP 033 328

James, Terry McNiece, Elaine

State Approved Alternative Certification: Are These Programs Changing the Face of Teacher Preparation?

Pub Date—5 Aug 91

Note—12p; Paper presented at the Summer Workshop of the Association of Teacher Educators (Minot, ND, August 5, 1991).

Pub Type— Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Alternative Teacher Certification, *Change Strategies, Educational Change, *Educational Policy, Elementary Secondary Education, Higher Education, National Surveys, Nontraditional Education, *Politics of Education, Position Papers, *Preservice Teacher Education, State School District Relationship, State Standards, Statewide Planning

Identifiers—*State Role

The paper reviews a national survey of alternative teacher certification programs, comparing the data to: (1) Teacher Education Policy in the States: A 50-State Survey of Legislative and Administrative Actions (American Association of Colleges for Teacher Education (AACTE), December 1990); and (2) Alternative Teacher Certification: A State-by-State Analysis 1990 (Feistritzer, 1990). Data suggest state approved alternative teacher certification programs have permanence and are changing the face of teacher preparation. They have grown rapidly in numbers and variety, but no single model is the most promising. The studies suggest the pressure to create alternative programs came from outside the profession. When normal channels for change failed, people used the political arena. Many states mandated alternatives, and others worked alternatives via more traditional avenues, but the motivation was political. The political climate characterizing policy setting for alternative programs impacts all of teacher preparation. Teacher education must become a partnership between the university, school district, and department of education. Though universities and university-based teachers can choose not to respond to alternative programming, such action would further encourage the removal of teacher preparation from affiliation with higher education. (SM)

ED 337 438

SP 033 330

Marshall, Patricia L.

Schools, Teacher Preparation, and Afrocentricity: Is There a Possibility for Connection?

RIF FEB 1992

Pub Date—Jun 91

Note—19p; Paper presented at the National Conference of the Association of Black Women in Higher Education (Greensboro, NC, June 1991).

Pub Type— Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Black Students, *Black Teachers, *Cultural Awareness, Educationally Disadvantaged, Elementary Secondary Education, Higher Education, Minority Groups, Multicultural Education, Preservice Teacher Education, *Racial Differences, Relevance (Education), *School Role, Student Needs, Teacher Characteristics

Identifiers—*African Americans, *Afrocentricism

Schools fail to meet the schooling needs of many nonwhite students. Afrocentricity, a new curricular movement that looks through African eyes, focuses on improving schooling experiences for African-Americans. Some proponents view it as an answer to African-American student underachievement and say it enhances self-esteem, achievement levels, ethnic pride, academic performance, and positive identity formation. This position presents two new challenges. The first is the need to analyze implications of the dissimilar demographic profiles of the current White teacher trainee force and the increasing minority public school student population. The second is to analyze the congruity between the purposes of schools within the larger society, the role of teacher preparation within the purposes, and the goals of Afrocentric curriculum. Though 20 percent of all school-aged children are from minority groups, only 5 percent of teachers are black. Researchers question the probability of a predominantly white-American teacher trainee force addressing the overall educational needs of African-American students. They suggest that African-Americans de-emphasize schools as the vehicle for helping their students come to know themselves and, instead, encourage community-based centers whose purposes are central to and more far reaching than public schools. In the context of these two challenges, the paper examines schooling needs of African-American students (writing, speaking, reading, listening, thinking, studying, and test taking). (SM)

ED 337 439

SP 033 331

Teachers for Florida's Classrooms: The Experimental Alternative Certification Program for Secondary Teachers. Report and Recommendations.

Florida State Dept. of Education, Tallahassee. Education Standards Commission.

Pub Date—Mar 88

Note—54p.

Pub Type— Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Alternative Teacher Certification, Experimental Programs, Higher Education, Preservice Teacher Education, Program Evaluation, School Districts, Secondary Education, *State Programs, *State Standards, *Teacher Education Programs, *Teacher Recruitment, *Teacher Supply and Demand, Telephone Surveys

Identifiers—*Florida

Anticipated teacher shortages together with concern for increased subject matter background have contributed to the development, both nationally and in Florida, of alternative teacher preparation programs and alternative routes to teacher certification. This report includes chapters on: teacher supply and demand in the United States and in Florida; background and current status of alternative teacher certification; models from four states (New Jersey, South Carolina, California, and Florida) of alternative teacher preparation and certification programs; and status and assessment of Florida's alternative certification program for secondary teachers. Findings from this study indicate that Florida's Experimental Alternative Certification Program for Secondary Teachers has fallen short of its full potential to tap the supply of prospective teachers outside the traditional pipeline of education graduates. Although those districts that have participated in the alternative certification program expressed positive experiences, it is not considered likely that participation in the program will expand greatly as long as temporary certificates are a readily available option and as long as the design and implementation of the training component remains a district responsibility. Nine recommendations for improvement of the program are offered. (IAH)

ED 337 440

SP 033 332

Toward High and Rigorous Standards for the Teaching Profession. Initial Policies and Perspectives of the National Board for Professional Teaching Standards. Third Edition.

National Board for Professional Teaching Standards, Detroit, MI.

Pub Date—91

Note—102p.

Available from—National Board for Professional Teaching Standards, 300 River Place, Suite 3600, Detroit, MI 48207 (\$8.00).

Pub Type— Guides - Non-Classroom (055) — Reports - Descriptive (141)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Educational Change, Educational Objectives, *Educational Policy, Elementary Secondary Education, Higher Education, Instructional Improvement, *Teacher Certification, *Teacher Education Programs, *Teacher Evaluation

Identifiers—*Knowledge Base for Teaching, *National Standards, Teacher Testing

Teaching is at the heart of education, and the single most important action the nation can take to improve schools is to strengthen teaching. A national certification system that reliably identifies teachers who meet high and rigorous standards can galvanize the entire system. In this volume, the National Board for Professional Teaching Standards (NBPTS) presents its initial policies and perspectives on teaching. The document presents discussions on: (1) significant challenges facing the American system of schooling; (2) a vision of how National Board Certification will influence educational policy and practice; (3) what teachers should know and be able to do; (4) fields in which certificates will be offered; (5) prerequisites for candidacy; (6) assumptions and guidelines that govern the National Board's research and development program; (7) education policy and reform issues that are related to National Board Certification; and (8) implementation plans of the NBPTS for the next several years. (IAH)

ED 337 441

SP 033 333

Cook, Gillian E.

Teachers as Learners: Accountability and Growth.

Pub Date—90

Note—15p; Paper presented at the Annual Meeting of the National Council of Teachers of English (Atlanta, GA, November 16-20, 1990).

Pub Type— Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Accountability, Case Studies, Elementary Secondary Education, Excellence in Education, *Faculty Development, Higher Education, *Inservice Teacher Education, Positive Reinforcement, Quality Control, Teacher Effectiveness, *Teacher Evaluation, Teacher Improvement

Accountability is important in today's education. Teachers are expected to maintain high standards of excellence for themselves and their students and to demonstrate professional growth. Though expectations for teachers are usually very similar, expectations of teachers vary enormously. The article highlights certain differences by looking at four imaginary teachers at various points in their careers, considering strengths they bring to the profession and needs they have for continued growth and development. Using a case study approach, the paper examines trends in inservice teacher education and teacher evaluation, noting the effects on teachers. Inservice programs can use teachers' strengths to teach each other. Small, ongoing programs may be more efficient and less expensive than large, one-time meetings. Teacher evaluation deals with accountability and growth, and the relationship between the two is a constant problem. Too often a deficit model forms the basis for inservice and teacher evaluation, with too much focus upon particulars and too little emphasis upon the whole view of teaching and teachers. Accountability should focus on the end result, student learning, and teachers should be able to discover their own ways of engendering learning. Teachers must be held accountable as a profession and as individuals, but new ways to demonstrate that accountability are important. (SM)

ED 337 442

SP 033 334

Murray, David R. And Others

Practicum Review: An Experiment in Curriculum Assessment.

Pub Date—91

Note—23p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Curriculum Evaluation, Decision Making, Elementary Secondary Education, *Formative Evaluation, Higher Education, *Participatory Research, *Practicums, Preservice Teacher Education, *Student Leadership, Surveys

This review was a formative assessment project designed to introduce teacher education candidates to many of the concepts and methods related to evaluation and course assessment within the framework of an actual curriculum course. Students were afforded the opportunity to work in simulated curriculum committees. Through informed decision making processes, they designed a survey instrument, conducted interviews, and explored a variety of data-gathering techniques. In addition, they collected, analyzed, and reported their findings. The project selected for review was the practicum experience offered as part of the requirements of the Berry College (Rome, Georgia) Teacher Education Program. The students in the class surveyed a random selection of students who participated in the practicum program. In addition, they interviewed principals, teachers, and college faculty who offered practicum as part of their coursework. They collected demographic information, recorded perceptions, reviewed implementation processes, and rated experiences and competencies learned or practiced through the practicum. The research showed that high value is placed on practicum and that the program design should include experiences in active participation by students, modeling of instructional techniques, and development of lesson plans and instructional materials. (Author/LL)

ED 337 443 SP 033 336

Goodlad, John I., Ed. And Others

The Moral Dimensions of Teaching.

Pub Date—90

Note—340p.

Available from—Jossey-Bass Inc., 350 Sansome St., San Francisco, CA 94104-1310 (\$28.95).

Pub Type—Collected Works - General (020) — Books (010)

Document Not Available from EDRS.

Descriptors—Accountability, *Educational Philosophy, Elementary Secondary Education, Higher Education, *Moral Values, Preservice Teacher Education, Professional Autonomy, Public Schools, *Role of Education, Teacher Certification, Teacher Responsibility, *Teacher Role, *Teacher Student Relationship, *Teaching (Occupation)

Identifiers—*Professionalization of Teaching

Certain critical moral questions must be asked and answered before meaningful educational reform can take place in public schooling. This collection of 10 essays discusses the nature and commitments of teaching as a profession and the moral mission of education and its implications for the teaching profession. "Part One: On the Nature and Commitments of Teaching as a Profession" includes four chapters: (1) "The Occupation of Teaching in Schools" (J. I. Goodlad); (2) "The Rhetoric of Teacher Professionalization" (R. Soder); (3) "The Limits of Teacher Professionalization" (B. L. Bull); and (4) "Some Moral Considerations on Teaching as a Profession" (G. D. Fenstermacher). "Part Two: The Moral Mission of Education and Implications for the Teaching Profession" includes six chapters: (5) "The Moral Responsibility of Public Schools" (W. Feinberg); (6) "The Legal and Moral Responsibility of Teachers" (K. A. Strike); (7) "Accountability, Trust, and Ethical Codes of Practice" (H. Sockett); (8) "The Teacher and the Taught: Moral Transactions in the Classroom" (C. M. Clark); (9) "The School as a Moral Learning Community" (B. R. Thomas); and (10) "Society, Schooling, Teaching, and Preparing to Teach" (K. A. Sirotnik). (IAH)

ED 337 444 SP 033 340

Public School Professional Personnel Report

1990-1991. New York State 1990-91.

New York State Education Dept., Albany, Information Center on Education.

Pub Date—Jun 91

Note—37p. Portions of this publication will be made available, upon request, in braille or oversized print for the visually impaired.

Available from—The University of the State of New York, The State Education Department, Information Center on Education, Albany, NY 12234.

Pub Type—Numerical/Quantitative Data (110)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Administrator Characteristics, Administrators, Age Groups, Degrees (Academic), Educational Certificates, Elementary Secondary Education, *Professional Personnel, *Public Schools, *School Personnel, *Teacher Characteristics, Teachers, Teacher Salaries, Teaching (Occupation), Teaching Experience

Identifiers—*New York

This report was based on information from New York State's Basic Educational Data System (BEDS) and teacher certification files. Data are based on information submitted by all public elementary and secondary schools in the state (excluding New York City and Buffalo). The report is comprised of a series of tables. Tables 1-6 deal with positions of public school professional personnel by professional field: Number of Public School Professionals; Salary Percentiles; Degree Status; Certification Status and Gender; Percentiles for Total Years of Educational Experience; and Age Distribution. Table 7 shows characteristics of public school teachers by geographic region, and Table 8, trends in characteristics. The final tables 9-16 show characteristics of administrators including chief administrative officers and principals at the following levels: elementary school, middle school, junior high school, K-12, senior high school, junior-senior high school, and special schools. (LL)

ED 337 445 SP 033 346

Tisher, Richard P., Ed. Wideen, Marvin F., Ed.

Research in Teacher Education: International Perspectives.

Report No.—ISBN-1-85000-783-7

Pub Date—90

Note—287p.

Available from—The Falmer Press, Taylor & Francis, Inc., 1900 Frost Road, Suite 101, Bristol, PA 19007 (\$22.00).

Pub Type—Collected Works - Proceedings (021)

Document Not Available from EDRS.

Descriptors—*Educational Change, Educational Policy, *Educational Research, Foreign Countries, Higher Education, International Communication, *Program Effectiveness, Research Utilization, Schools of Education, *Teacher Education, *Teacher Education Programs

This book was developed in response to audience interest in a symposium sponsored by the American Educational Research Association (annual meeting, Washington, D.C., 1987). The book addresses international perspectives on research in teacher education and offers the following contributions from scholars from 12 countries: "The Role Played by Research in Teacher Education" (Marvin F. Wideen and Richard P. Tisher); "Teacher Education in Canada: A Research Review" (M. F. Wideen and Patricia Holborn); "Research on Teacher Education in Japan" (Akira Sato and Jun Ushiwata); "A Decade of Research on Teacher Education in the Netherlands" (Frans K. Kerviet); "One and a Half Decades of Research on Teacher Education in Australia" (R. P. Tisher); "Research on Teacher Education in West Germany" (Hans Gerhard Klinzing); "Research on Teacher Education in Singapore (1968-1988)" (Ho Wah Kam); "Research on Teacher Training in a Changing Society: The Case of Britain in the Late 1980s" (David McNamara); "Indian Research in Teacher Education: A Review" (R. Govinda and M. B. Buch); "Scholarly Inquiry into Teacher Education in the United States" (Nancy L. Zimpher and Kenneth R. Howey); "Research on Swedish Teacher Training" (Bertil Gran); "Research on Teacher Education in Israel: Topics, Methods, and Findings" (Miriam Ben-Peretz); "Education Reforms and Research on Teacher Education in China" (Zhaoyi Wu and Jean Chang); "A Framework for Research on Teacher Education Programs" (Lilian G. Katz and James D. Raths); and "Review, Reflections and Recommendations" (Richard P. Tisher and Marvin F. Wideen). (LL)

ED 337 446 SP 033 349

Bauer, Norman J.

Syntopical Theory and the Foundations of Education.

Pub Date—1 Nov 90

Note—26p. Paper presented at the Annual Convention of the American Educational Studies Association (Lake Buena Vista, FL, November 1, 1990).

Pub Type—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Educational Theories, *Elementary Secondary Education, *Foundations of Education, Higher Education, *Interpersonal Commu-

nication, Preservice Teacher Education, Professional Development, Teacher Education Curriculum

Identifiers—Adler (Mortimer), *Knowledge Base for Teaching, *Syntopical Theory (Adler)

The paper identifies key attributes of syntopical theory as developed by Mortimer Adler, examines the status of the foundations of education, and discusses the importance of a national dialogue about foundational studies in teacher education and syntopical theory. People who work in disciplines embedded in the foundations of education lack a common body of ideas, knowledges, and languages for engaging in dialogue (with people inside and outside the field). Such a body of ideas is vital if groups of people are to access and acquire a positive orientation toward the conceptual and dispositional material which can be offered to teacher education students. The paper draws heavily upon Adler's development of "The Great Ideas: A Syntopicon of Great Books of the Western World." It is suggested that associates in the foundations of education form a committee for examining the nature of a syntopicon of foundational knowledge which would provide professional educators with a common knowledge base and language system. The committee would examine potentialities and values of such an instrument for anyone involved in teacher preparation, particularly in the foundations of education. (SM)

ED 337 447 SP 033 351

Ganser, Tom

Matching Beginning Teachers and Mentors: Perceptions of Participants in a State-Mandated Mentoring Program.

Pub Date—19 Apr 91

Note—30p. Paper presented at the Annual Conference of the Mentoring Association (4th, Chicago, IL, April 19, 1991).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Beginning Teacher Induction, Collegiality, Elementary Secondary Education, Higher Education, Interpersonal Relationship, Interviews, *Mentors, *Peer Relationship, Program Effectiveness, Program Evaluation, School Personnel, *State Programs, *Teacher Attitudes, Teacher Improvement, Teamwork

Identifiers—*Wisconsin

A Wisconsin study examined the perceptions of participants in a state-mandated mentoring program for beginning teachers. A researcher obtained names and addresses of beginning teachers, counselors, and librarians as well as personnel serving as mentors to beginners. A total of 14 mentors and 15 beginning teachers, counselors, and librarians agreed to participate. During May and June of 1991, the researcher conducted semi-structured interviews with each of the participants. The interview asked about five topics: (1) the mentor's prior experience in mentoring or the beginning teacher's preparation program and work schedule; (2) effective mentoring programs in general; (3) specific features of mentoring programs; (4) factors used in matching beginners and mentors; and (5) perceived benefits and problems of mentoring programs. Most of the participants stressed how greatly they valued effective mentoring programs for beginning teachers, school librarians, and school counselors. They perceived that the greatest obstacles to effective mentoring programs lay within the structure and organization of the school, especially in terms of how easily beginners and mentors could spend time together. Most participants considered a formal mentoring program a relatively new idea. They strongly believed that a successful match between mentor and beginner was related to their work assignment and the opportunity for them to spend time together. (SM)

ED 337 448 SP 033 353

Cheung, K. C. Toh, K. A.

In the Eyes of the Beholder: Beginning Teachers' Conception of the Nature of Science and Science Teaching.

Pub Date—Oct 90

Note—25p. Paper presented at the Annual Conference of the Educational Research Association (4th, Singapore, October 20-21, 1990). Best available copy.

Pub Type—Speeches/Meeting Papers (150) — Tests/Questionnaires (160) — Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Elementary Education, Elementary School Science, Foreign Countries, Higher Education, Science Education, *Science Instruction, Science Teachers, *Teacher Attitudes, Teacher Education, Teaching Methods

Identifiers—*Constructivism, *Reflective Teaching, Singapore

This paper seeks to explore how beginning elementary school teachers (N=161) in Singapore conceive the scope and nature of science and to understand the relationship between those views and their present approach to, as well as their past experience of, science teaching and learning. Results of an inquiry into the teachers' views indicate that these views are generally piecemeal and may not form coherent conceptual systems. These views are also at variance with those philosophical and historical views that are proposed by Popper, Kuhn, Lakatos, and Feynabend. Some epistemological obstacles towards a constructivist pedagogy are discussed. Based on one model of teacher education and professional development, some suggestions on how teachers can consciously monitor and develop their pedagogy are provided. The findings provide a knowledge base for a more systematic intervention study in the local context in the future. (Author/IAH)

ED 337 449 SP 033 360

Biswas, A. Agrawal, S. P.

Development of Education in India: A Historical Survey of Educational Documents before and after Independence.

Pub Date—86

Note—936p.

Available from—Concept Publishing Company, H-13, Bali Nagar, New Delhi-110015, India (\$140.00).

Pub Type—Books (010) — Historical Materials (060)

Document Not Available from EDRS.

Descriptors—*Conference Proceedings, Educational Finance, *Educational History, *Educational Planning, *Educational Policy, *Educational Resources, Elementary Secondary Education, Foreign Countries, Higher Education, Libraries, Physical Education, Preschool Education, Religious Education, Science Education, Social Studies, Womens Education

Identifiers—*British India, Education Commission (India), *India

This volume offers a selection of documentary materials on Indian education in three parts: Part 1 presents a "Historical Survey of Documents Before Independence" and includes four chapters covering education from the beginnings in the 17th century through the 20th century transition toward national education. Part 2, titled "Documentary Selections after Independence," is arranged according to subject in 26 chapters. Chapters 5-8 contain conference proceedings: Proceedings of Meetings of the Central Advisory Board of Education, 1948-1983; Proceedings of the Conferences of the State Education Ministers, 1949-1984; Proceedings of the Vice-Chancellors' Conference, 1957-1984; and Proceedings of the Meetings of the All India Council for Technical Education, 1948-1969. Chapters 9-30 cover the following topics: Education Commission (1964-66); preprimary education; primary and basic education; secondary education; higher education; social education; women's education; rural education; arts, crafts, and music education; Sanskrit education; science education; health and physical education; education in social and national service; religious and moral education; libraries; textbooks; constitutional bases of education; national policy on education; educational planning; educational administration and finance; education for international understanding; and other facets of education. Part 3 presents "Education through the Ages": Vedic Period; Muhammadan Period; British Period; and the time since independence. The book also includes five appendices: (1) Challenge of Education: A Policy Perspective; (2) Report of the Steering Group on Education, Culture and Sports for the Seventh Five-Year Plan (1985-90); (3) The Central Advisory Board of Education, 39th Session, June 6 & 7, 1983; (4) Twenty-Point Programme; and (5) Reports of the National Commission on Teachers, 1985. (LL)

ED 337 450 SP 033 361

Aggarwal, J. C. Agrawal, S. P.

National Policy on Education: Agenda for India 2001.

Report No.—ISBN-81-7022-228-1

RIE FEB 1992

Pub Date—89

Note—153p.

Available from—Concept Publishing Company, A/15-16, Commercial Block, Mohan Garden, New Delhi-110059, India (\$22.00).

Pub Type—Books (010) — Historical Materials (060)

Document Not Available from EDRS.

Descriptors—*Educational Change, *Educational History, *Educational Policy, *Educational Quality, Elementary Secondary Education, Foreign Countries, Higher Education, *National Programs, Quality Control

Identifiers—Education Commission (India), Implementation Analysis, *India, Kothari Report, Reform Efforts

The purpose of this book is to discuss the history of educational reform in India and describe the steps taken by government to implement new policies. An education commission, better known as the Kothari Commission, published its report in 1966. As a result, the National Policy on Education (NPE) emerged in 1968 and was considered a major step towards improving the quality and content of education in the country. Following a preface, nine chapters trace the history of educational reforms in India: (1) Educational Reforms in India; (2) National Policy on Education, 1968; (3) Draft National Policy on Education, 1979; (4) National Policy on Education, 1986; (5) Merits of NPE; (6) Parliamentarians on NPE; (7) Progress in the Implementation of NPE; (8) Analytical Opinions on NPE; and (9) Corrective Measures for the Implementation of NPE. Two appendices, "Revamping the Educational System" and "Implementation of New Education Policy (December 1987)," are included. (LL)

ED 337 451 SP 033 363

Lickona, Thomas

Education for Character. How Our Schools Can Teach Respect and Responsibility.

Report No.—ISBN-0-553-07570-5

Pub Date—91

Note—477p.

Available from—Bantam Books, 666 Fifth Avenue, New York, NY 10103 (\$22.50).

Pub Type—Books (010) — Opinion Papers (120)

Document Not Available from EDRS.

Descriptors—Altruism, Classroom Techniques, *Controversial Issues (Course Content), Cooperative Learning, Drug Use, Educational Environment, Elementary Secondary Education, Higher Education, *Moral Values, Personality Development, Sex Education, *Student Responsibility, Teaching Methods, *Values Education

Identifiers—*Moral Behavior, *Respect, Value Sharing

Drawing from research, this book examines the current state of moral education, and asks how schools can foster the moral development of children. Following a preface, the book is divided into three parts. The first part is entitled "Educating for Values and Character" and contains four chapters: (1) The Case for Values Education; (2) Educating for Character: Why Schools Need Help from Home; (3) What Values Should Schools Teach? and (4) What is Good Character? Part Two, "Classroom Strategies for Teaching Respect and Responsibility," includes an introduction to parts two and three: "Teaching Respect and Responsibility: The Big Ideas" as well as 11 chapters: (5) The Teacher as Caregiver, Model, and Mentor; (6) Creating a Moral Community in the Classroom; (7) Moral Discipline; (8) Creating a Democratic Classroom Environment: The Class Meeting; (9) Teaching Values through the Curriculum; (10) Cooperative Learning; (11) The Conscience of Craft; (12) Encouraging Moral Reflection; (13) Raising the Level of Moral Discussion; (14) Teaching Controversial Issues; and (15) Teaching Children to Solve Conflicts. The final section, "Schoolwide Strategies for Teaching Respect and Responsibility," contains five chapters: (16) Caring beyond the Classroom; (17) Creating a Positive Moral Culture in the School; (18) Sex Education; (19) Drugs and Alcohol; and (20) Schools, Parents, and Communities Working Together. An appendix, "Getting Started and Maintaining Momentum," is included. (LL)

ED 337 452 SP 033 364

Roejofs, Erik And Others

Improving Instructional and Classroom Management Skills: Effects and Implications of a Staff Development Programme and Coaching for In-service Education.

Pub Date—Jan 91

Note—20p.; Paper presented at the International Congress for School Effectiveness and Improvement (Wales, United Kingdom, January 4-6, 1991).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Classroom Techniques, Discipline, Elementary Education, Foreign Countries, Inservice Teacher Education, *Instructional Improvement, *Multigraded Classes, *Staff Development, Teacher Effectiveness, Teaching Skills, Theory Practice Relationship, Time on Task, *Tutoring Identifiers—*Mixed Age Groups, Netherlands

This paper presents the results of a school improvement study (main field test) directed at schools with mixed-age classes in the context of inservice teacher education. A quasi-experimental treatment control group investigation was designed to test the effects of the staff development program "Dealing with Mixed-age Classes," and the effects of coaching in addition to the program. Based on pre- and post-training classroom observations, a significant treatment effect was found for pupil's time-on-task levels in mixed-age classrooms and for teachers' instructional and classroom management skills. On two aspects of instructional and classroom management skills larger gains were found for coached teachers: organizing instruction and dealing with disturbances. Time-on-task levels improved more strongly in classes of coached teachers. (Author/IAH)

ED 337 453 SP 033 366

Kennedy, Mary M.

Research Genres in Teacher Education. Issue Paper 91-1.

National Center for Research on Teacher Learning, East Lansing, MI.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—Aug 91

Note—40p.

Available from—The National Center for Research on Teacher Learning, 116 Erickson Hall, Michigan State University, East Lansing, MI 48824-1034 (\$5.20).

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Comparative Analysis, Educational Benefits, *Educational Research, Elementary Secondary Education, Higher Education, Longitudinal Studies, *Preservice Teacher Education, Program Effectiveness, *Research Design, *Research Methodology

This paper reviews five broad types of research that are designed to determine whether or how teacher education has made a difference to teachers. The five genres consist of: (1) a line of reasoning about where one might look for the effects of teacher education and how one might design a research study to see the impact of teacher education; (2) comparison studies in which teachers who have received formal teaching credentials are contrasted with teachers who have not; (3) studies in which researchers ask teachers what they have learned from teacher-education programs; (4) experimental studies in which different approaches to teacher education are compared; and (5) longitudinal case studies in which teachers are followed over time to see how their thinking changes as they participate in teacher education. In this review, three questions are asked of each genre: What aspects of teacher education does it examine? What outcomes does it look for? and What kind of reasoning does it use to develop a link between these aspects of teacher education and these outcomes? Suggestions are offered for researchers on ways to strengthen their research designs. (Author/LL)

ED 337 454 SP 033 367

Bird, Tom

Making Conversations about Teaching and Learning in an Introductory Teacher Education Course. Craft Paper 91-2.

National Center for Research on Teacher Learning, East Lansing, MI.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—Aug 91

Note—22p.

Available from—The National Center for Research on Teacher Learning, 116 Erickson Hall, Michigan State University, East Lansing, MI 48824-1034 (\$4.60).

156 Document Resumes

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College Freshmen, Educational Experience, Education Courses, Education Majors, Elementary Secondary Education, Higher Education, Introductory Courses, Lesson Observation Criteria, Life Events, Preservice Teacher Education, Prior Learning, Teaching Methods, Writing Assignments

Identifiers—Preservice Teachers, Reflective Analysis

This paper focuses on freshman-level students expecting to major in teacher education. In their long apprenticeship of observation as students, preservice teachers have acquired both a mass of information about school teaching and a subjective warrant to teach. In the introductory teacher education course, "Exploring Teaching," the students' experiences appear as conceptions of school lessons which complicate their learning. In an attempt to cope with the situation, students have been assigned to write "conversations" about school lessons shown on videotape. In those conversations, the students cultivate several distinct voices: themselves as inexperienced teachers, as experienced students, and as each of several authors of their required readings. The writing assignments both organize and reveal interaction between students' prior conceptions of teaching, the videotaped teaching that they analyze and the arguments they encountered in their readings. Several ways are described in which the conversational procedure helps cope with the students' subjective warrant to teach. (LL)

ED 337 455 SP 033 368

Hammer, Charles H. Gerald, Elizabeth
Aspects of Teacher Supply and Demand in Public School Districts and Private Schools: 1987-88.

ED, TABS.

National Center for Education Statistics (ED),

Washington, DC.

Report No.—NCES-91-133

Pub Date—Aug 91

Note—53p.; Data Series: DR-SAS-87/88.

Pub Type—Numerical/Quantitative Data (110)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Elementary Secondary Education, Employment Opportunities, National Surveys, Occupational Surveys, Private Schools, Public Schools, School Districts, Teacher Certification, Teacher Distribution, Teacher Placement, Teacher Salaries, Teacher Supply and Demand, Teaching (Occupation)

Identifiers—Bureau of the Census, Schools and Staffing Survey

These tabulations present public and private school data that were collected on questionnaires from the 1987-88 Schools and Staffing Survey (SASS). The report is organized into 17 tables and technical notes. The tables include numbers, percentages, and standard errors by sector, selected characteristics, and states. The following topics are addressed: continuing and newly hired full-time equivalent (FTE) teachers; certified continuing and newly hired FTE teachers; FTE positions unfilled, vacant, and abolished or withdrawn; public school districts and private schools offering teacher incentives; public school FTE teaching positions approved, filled and unfilled; and teacher salary schedules averaged for public school districts by earned degree and experience. Technical notes elaborate on selection of public school districts, schools, and teachers; data collection; effects of missing school districts and schools; questionnaire response rates; item descriptions; source code response rates; comparisons of teacher counts from the SASS file; underestimation of the number of school districts; standard errors; definitions; and geographic regions used by the U.S. Bureau of the Census. The appendix contains the SASS questionnaire, Teacher Demand and Shortage Questionnaire for Public School Districts, and an explanation of differences between it and the questionnaire for private schools. (LL)

ED 337 456 SP 033 370

Teacher Education Policy in the States: A 50-State Survey of Legislative and Administrative Actions.

American Association of Colleges for Teacher Education, Washington, D.C.

Spons Agency—Ford Foundation, New York, N.Y.

Report No.—ISBN-0-89333-087-6

Pub Date—Jul 91

Note—157p.; A product of the State Issues Clearinghouse. For the previous survey, see ED 329 549.

Available from—American Association of Colleges for Teacher Education Publications, One Dupont Circle, Suite 610, Washington, DC 20036-1186 (\$20.00 for AACTE representatives, \$25.00 for nonmembers, plus \$2.00 for shipping and handling).

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Admission (School), Alternative Teacher Certification, Elementary Secondary Education, Field Experience Programs, Higher Education, Minority Group Teachers, National Surveys, Preschool Education, Schools of Education, State Legislation, State Licensing Boards, State Programs, State Standards, Student Teaching, Teacher Certification, Teacher Recruitment

Identifiers—American Association of Colleges for Teacher Educ., United States

This publication updates information from prior surveys of the 50 states and the District of Columbia in the areas of: (1) standards (authorize measures of quality or competency that affect the teaching profession); (2) standards boards (any official state entity that may recommend or establish standards for program approval and for the issuance of licenses); (3) minority teacher recruitment (state-sponsored studies, proposals, legislation, or programs that address the problem of a decline in the number of minorities entering the teaching profession); (4) clinical/field experiences (student teaching or a similar activity); and (5) requirements for entry into and exit from teacher preparation programs. Regular and alternative preparation for licensure is described and options are organized into three categories: requirements for a regular license (those state standards that must be met to earn an initial or advanced teaching credential); emergency or shortage-driven credentials (the process by which a person who does not meet requirements for a regular license may be hired to fill a classroom vacancy when there is a shortage of qualified personnel); and nonshortage-driven alternative preparation for licensure (information on routes to be taken by non-traditional students that provide accelerated preparation for teaching). (LL)

ED 337 457 SP 033 371

McMahon, Eleanor M. And Others
Early Childhood Education: State Policy and Practice. An Issue Paper.

American Association of Colleges for Teacher Education, Washington, D.C.

Spons Agency—Ford Foundation, New York, N.Y.

Report No.—ISBN-0-89333-083-3

Pub Date—Sep 91

Note—54p.

Available from—American Association of Colleges for Teacher Education Publications, One Dupont Circle, Suite 610, Washington, DC 20036-1186 (\$15.00).

Pub Type—Information Analyses (070)—Opinion Papers (120)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Early Childhood Education, Educational Policy, Federal Programs, Higher Education, Preschool Teachers, Preservice Teacher Education, Public Schools, Schools of Education, State Programs, State Surveys, Teacher Education Programs

Identifiers—American Association of Colleges for Teacher Educ., National Education Goals 1990, State Issues

This issue paper focuses on the first of six national education goals described by President George Bush on January 31, 1990. The intent of this goal is that by the year 2000 all children in the United States will start school ready to learn and that appropriate federal and state policies will be in place. The paper is organized as follows: (1) a review of studies and selected state profiles; (2) federal child care initiatives; (3) a summary of the state of the scene; (4) early childhood policy questions; and (5) policy issues for teacher educators. Three appendices consist of entries on early childhood education from the December 1990 American Association of Colleges for Teacher Education (AACTE) survey, "Teacher Education Policy in the States: A 50-State Survey of Legislative and Administrative Actions"; policy choices; and the names of members of the AACTE Early Childhood Advisory Group. (LL)

ED 337 458 SP 033 375

Rud, Anthony G. Jr.
Teaching Thinking for Learning: North Carolina's

Statewide Effort.

Pub Date—Dec 87

Note—12p.; Paper presented at the Annual Meeting of the American Philosophical Association, Eastern Division (New York, NY, December 1987).

Pub Type—Speeches/Meeting Papers (150)—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Educational Objectives, Educational Principles, Elementary Secondary Education, Higher Education, Inservice Teacher Education, Philosophy, Regional Attitudes, Student Evaluation, Teacher Evaluation, Thinking Skills

Identifiers—North Carolina, Paideia Proposal, United States (South)

This paper describes the work of the Consortium for the Development of Thinking for Learning (CDTL), a committee under the auspices of the University of North Carolina that sought to introduce inservice programs in critical thinking and philosophy for children into the schools of North Carolina through a statewide network of inservice offerings. The paper describes the work of the committee, discusses the role of narrative in teaching for thinking, and comments upon the consortium's work with the National Center for the Paideia Program at the University of North Carolina-Chapel Hill. (Author)

ED 337 459 SP 033 384

Holt-Reynolds, Diane
The Dialogues of Teacher Education: Entering and Influencing Preservice Teachers' Internal Conversations. Research Report 91-4.

National Center for Research on Teacher Learning, East Lansing, MI.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—Sep 91

Note—28p.; Paper presented at the Conference on Curriculum Theorizing and Classroom Practice (12th, Dayton, OH), Occasional broken type.

Available from—National Center for Research on Teacher Learning, 116 Erickson Hall, Michigan State University, East Lansing, MI 48824-1034 (\$4.75).

Pub Type—Speeches/Meeting Papers (150)—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—College Students, Elementary Secondary Education, Higher Education, Participatory Research, Perspective Taking, Preservice Teacher Education, Prior Learning, Student Development, Teacher Education Programs, Teacher Educators, Teaching Methods

Identifiers—Biographical Analysis, Dialogic Education, Preservice Teachers, Reflective Thinking

Teacher educators have acknowledged the importance of preservice teachers' biographies but remained largely inarticulate about how shared knowledge of personal histories helps shape preservice teachers' thinking and ultimate practice. This document provides a detailed description of how preservice teachers use their personal histories to generate premises which in turn constitute an internal, reflection-like dialogue between Self-As-Student and Self-As-Teacher as a way of making sense of course work. The report also analyzes the relationship between the personal histories of nine preservice teachers and the practical arguments they employed to defend decisions they made about the potential value of instructional principles encountered during formal studies of teaching. Also explored are the implications these dialogic strategies have for teacher educators. Cooperation and participation in dialogues rather than monologues can enable preservice teachers' arguments to be influenced and their reflections shaped. (Author/LL)

ED 337 460 SP 033 385

Holt-Reynolds, Diane
Practicing What We Teach. Research Report 91-5.

National Center for Research on Teacher Learning, East Lansing, MI.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—Sep 91

Note—31p.

Available from—The National Center for Research on Teacher Learning, 116 Erickson Hall, Michigan State University, East Lansing, MI 48824-1034 (\$4.90).

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—College Students, Content Area Reading, *Course Content, Elementary Secondary Education, Higher Education, *Opinions, Participatory Research, *Preservice Teacher Education, *Prior Learning, Student Motivation, Teacher Education Programs, Teacher Educators, *Teaching Methods
Identifiers—*Dialogic Education, *Preservice Teachers

Preservice teachers enter formal studies of teaching with an array of personal history-based beliefs and about teaching, classrooms, and students. This report traces the interactions between preservice teachers' personal history-based lay knowledge and their decisions about the potential value of coursework-based principles of content area reading instruction. Preservice teachers countered professional, production arguments favoring direct instruction about reading processes with their own personal history-based practical arguments. Math and English majors rejected rationales for process-centered instruction for reading in each of their respective content areas and offered subject matter-specific defenses for traditional presentational formats. This document analyzes the quality and character of these arguments and proposes classroom strategies that teacher educators might use for gaining access to and a voice in preservice teachers' internal, decision-making dialogues. (Author)

TM

ED 337 461 TM 016 080

Dunn, Denise A. And Others

EKG Patterns Related to Cognitive Tasks of Varying Complexity.

Spons Agency—West Florida Univ., Pensacola. Educational Research and Development Center.
 Pub Date—Apr 90

Note—20p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Brain Hemisphere Functions, *Children, *Cognitive Processes, Comparative Analysis, *Difficulty Level, *Electroencephalography, Elementary Education, *Elementary School Students, Neuropsychology, Psychological Testing, Reaction Time

A study was conducted that attempted to show changes in electroencephalographic (EEG) patterns (identified using topographic EEG mapping) when children were required to perform the relatively simple task of button pressing during an eyes-open baseline session of low cognitive demand and a complex reaction time (RT) task of high cognitive demand. Subjects were four male and five female 10- to 12-year-old children. One of the boys was left-handed. Using past research, EEG patterns recorded two seconds prior to the button push for both conditions were analyzed into component frequencies using a Fast Fourier Transform algorithm. Results show a statistically significant decrease in beta activity during the performance of the more cognitively demanding task relative to the simple condition. Topographic and statistical probability maps suggested that this decrease occurred primarily in the frontal lobe of the left cerebral hemisphere and in the temporal and parietal lobes of the right hemisphere. Results are explained in terms of past EEG research, and possible psychophysiological applications to cognitive and educational research are discussed. Six figures illustrate the discussion. (Author/SLD)

ED 337 462 TM 016 965

Interim Report on the Evaluation of the 1990

NAEP Trial State Assessment, April 1991.

National Academy of Education, Washington, D.C. Spons Agency—National Center for Education Statistics (ED), Washington, D.C.

Pub Date—1 Apr 91

Note—17p.

Pub Type—Reports—Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Cost Effectiveness, *Data Collection, *Educational Assessment, Educational Policy, Elementary Secondary Education, Feasibility Studies, National Surveys, Pilot Projects, Program Evaluation, *Reliability, *Sampling, State Programs, *Validity

Identifiers—*National Assessment of Educational Progress, *Trial State Assessment (NAEP)

In 1988, whether the National Assessment of Educational Progress (NAEP)—the "Nation's Report Card"—could become a report card for the states was studied. A trial assessment program was authorized to determine whether state assessments following the NAEP format could produce reliable and useful estimates of educational progress. This interim report by the National Academy of Education Panel on the Evaluation of the NAEP Trial State Assessment Project is part of a congressionally authorized evaluation of the trial assessment. The report considers the reliability and validity of the data yielded by testing a representative sample of a state's students; the utility of an indicator system such as the NAEP for guiding state policy; the effects of the state NAEP on the national NAEP; and the benefits of expanding the NAEP in light of their costs. It discusses the panel's work and its evaluation of the trials to date; the achievement levels established by the National Assessment Governing Board; the prohibition against reporting NAEP results below the state level; suggestions regarding the reauthorization of state NAEP programs; and topics for which data will be available for the October report. Interim results indicate that the sampling has gone well, without significant flaws that would threaten the integrity of the results. Recommendations are made for the release of scores from the mathematics trial assessment as scheduled, with some modifications to ensure better sampling, and an extended period for the trial program in 1994. Reauthorization by Congress is urged. (SLD)

ED 337 463 TM 017 260

Kane, Michael T.

Generalizing Criterion-Related Validity Evidence for Certification Requirements across Situations and Specialty Areas.

American Coll. Testing Program, Iowa City, Iowa.
 Report No.—ACT-RR-90-3

Pub Date—May 90

Note—26p.

Available from—ACT Research Report Series, P.O.

Box 168, Iowa City, IA 52243.

Pub Type—Reports—Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Certification, Comparative Analysis, *Concurrent Validity, *Criterion Referenced Tests, Generalization, *Licensing Examinations (Professions), *Meta Analysis, Models, Occupational Tests, *Test Validity

Identifiers—*Validity Generalization

Developing good criterion measures of professional performance is difficult. If criterion-related validity evidence for certification requirements could not be generalized beyond the specific context in which it was obtained, gathering that evidence would probably not be worth the effort. This paper examines two possible approaches to the generalization of criterion-related evidence for certification requirements. The first, validity generalization (meta-analysis), provides a statistical technique for generalizing the results of particular studies. However, the criterion problem remains; generalizing fluff (criterion-related evidence based on weak or inappropriate criteria) merely results in a more general kind of fluff. The second approach uses substantive models as the basis for generalizing validity data; this approach offers several advantages, including more emphasis on the nature of the criterion and, possibly, some help in developing better criteria. Four reasons for using substantive models in stead of statistical meta-analysis models are discussed, and four major conclusions are considered. A 27-item list of references is included. (Author/SLD)

ED 337 464 TM 017 261

Hanson, Bradley A.

An Investigation of Methods for Improving Estimation of Test Score Distributions.

American Coll. Testing Program, Iowa City, Iowa.
 Report No.—ACT-RR-90-4

Pub Date—Jun 90

Note—32p.

Available from—ACT Research Report Series, P.O.

Box 168, Iowa City, IA 52243.

Pub Type—Reports—Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Comparative Analysis, Computer Simulation, *Equations (Mathematics), *Estimation (Mathematics), Licensing Examinations (Professions), *Mathematical Models, Maximum Likelihood Statistics, Multiple Choice Tests, Pop-

ulation Distribution, *Scores, *Statistical Distributions

Identifiers—*Beta Binomial Test Model, Kernel Method, *Observed Frequencies (Test), Smoothing Methods

Three methods of estimating test score distributions that may improve on using the observed frequencies (OBFs) as estimates of a population test score distribution are considered: the kernel method (KM); the polynomial method (PM); and the four-parameter beta binomial method (FPBBM). The assumption each method makes about the smoothness of the true distribution and computational details of the methods are described. The methods are compared in a simulation study in which 500 samples of size 500, 1,000, 2,000, and 5,000 are taken from three population distributions. For each of the 6,000 samples (3 population distributions by 4 sample sizes by 500 samples), the variable kernel, fixed kernel, FPBBM, and PM estimates of the true distribution are computed. The three population distributions are defined using observed raw score distributions on three tests for which a large number of examinees is available. Methods based on smoothness assumptions performed better than using the OBFs, and differences among the methods' performance were small compared to differences between the performance of the worst method and use of OBFs. The FPBBM performed best across all conditions, although the PM performed as well as the FPBBM for sample sizes of 5,000. The PM generally performed better than the KM except for one population for which the test score distribution was relatively flat. Four tables, 15 graphs, and a 13-item list of references are included. (Author/SLD)

ED 337 465 TM 017 263

Luecht, Richard M. Hirsch, Thomas M.

Computerized Test Construction Using an Average Growth Approximation of Target Information Functions.

American Coll. Testing Program, Iowa City, Iowa.
 Report No.—Act-RR-90-6

Pub Date—Aug 90

Note—36p.

Available from—ACT Research Report Series, P.O.

Box 168, Iowa City, IA 52243.

Pub Type—Reports—Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Ability, *Algorithms, College Entrance Examinations, *Computer Assisted Testing, *Equations (Mathematics), *Estimation (Mathematics), *Mathematical Models, Mathematics Tests, Scores, *Test Construction, Test Items

Identifiers—American College Testing Program, *Information Function (Tests), Item Parameters

The derivation of several item selection algorithms for use in fitting test items to target information functions is described. These algorithms circumvent iterative solutions by using the criteria of moving averages of the distance to a target information function and simultaneously considering an entire range of ability points used to condition the information functions. The algorithms were implemented in a microcomputer software package and tested by generating six forms of an American College Testing Program (ACT) mathematics test, each fit to an existing target test, including content-designated item subsets. Six forms of 40 items each were generated by ITEMSEL using the 600 items in the mathematics pool and the Mathematics Test Form 26A target information values conditional on K=31 quadrature points of theta. The results indicate that the algorithms provide reliable fit to the target in terms of item parameters, test information functions, and expected score distributions. A discussion of the application is included. Four tables and eight graphs present study data. A 11-item list of references is included. (Author/SLD)

ED 337 466 TM 017 264

Mau, Wei-Cheng And Others

Mapping Career Groups on Basic Interest Dimensions.

American Coll. Testing Program, Iowa City, Iowa.
 Report No.—ACT-RR-90-7

Pub Date—Sep 90

Note—61p.

Available from—ACT Research Report Series, P.O.

Box 168, Iowa City, IA 52243.

Pub Type—Reports—Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Adults, *Career Choice, College Entrance Examinations, Comparative Testing, Con-

struct Validity, High Schools, *High School Seniors, *Interest Inventories, Profiles, Rating Scales, Scores, Student Interests, *Vocational Interests

Identifiers—*ACT Interest Inventory, Hollands Theory of Occupational Choice, *Mapping

A mapping procedure is presented for studying the construct validity of interest inventories that assess the six interest types defined by J. L. Holland. The 1989 revision of the American College Testing Program Interest Inventory (UNIACT) was used to assess the interests of 1,078 12th-grade students (497 males and 581 females) and 725 adults aged 25 years or older (287 males and 438 females). The revised UNIACT contains six 15-item scales: business contact, business operations, technical, science, arts, and social service. Items cover work-relevant activities via a three-choice response format consisting of "dislike", "indifferent", and "like". Respondents were allocated to career groups on the basis of career choice (12th-graders) or current occupation (adults). The interests of 27 career groups were mapped onto Holland's hexagon using scores for the underlying data/ideas and things/people dimensions. Expected group locations were determined via expert judgment for 11 of these groups. Mean interest scores were also profiled. Results from both samples support the UNIACT's construct validity. Career group locations on the hexagon generally agreed with experts' judgments and common sense. The advantages of the mapping procedure over multiple-score profiles are considered. Four tables present study data and nine figures illustrate the relationships. Five appendices present a World-of-Work Map, worksheets used by the expert panel, occupational group classifications for 12th-graders and adults, and criterion group hit rates based on high point codes. A 24-item list of references is included. (Author/SLD)

ED 337 467 TM 017 266

Doolittle, Allen E. Welch, Catherine J.
Differential Test and Item Performance of Talented Youth and High School Seniors on the ACT.

American Coll. Testing Program, Iowa City, Iowa.

Report No.—ACT-RR-90-9

Pub Date—Oct 90

Note—32p.

Available from—ACT Research Report Series, P.O. Box 168, Iowa City, IA 52243.

Pub Type—Collected Works - Serials (022)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Achievement, Academically Gifted, College Bound Students, *College Entrance Examinations, Comparative Testing, Grade 7, Grade 12, High Schools, *High School Seniors, *Item Bias, Junior High Schools, Junior High School Students, *Performance, Talent, *Test Items, Test Results

Identifiers—*American College Testing Program, Cross Validation

The performance of 2,000 academically talented seventh-grade students on the American College Testing Program (ACT) Assessment was investigated in comparison with 2,000 college-bound 12th-grade examinees. Data from the February 1988 and February 1989 administrations of the ACT were used. Differential test performance and item performance were examined based on one form of the ACT, and the results were cross-validated on a different form. Although the 12th-graders outperformed the seventh-graders on all tests, the differences were greatest on the mathematics and social studies reading tests. In addition, systematic performance differences between the two groups of students were found at the item level. The nature and implications of these differences are discussed. Four tables present study data. Three figures illustrate six types of test items. A 7-item list of references is included. (Author/SLD)

ED 337 468 TM 017 281

Shepard, Lorrie A. Dougherty, Katharine Cutts

Effects of High-Stakes Testing on Instruction.

Spence Agency—Office of Educational Research and Improvement (ED), Washington, DC; Spencer Foundation, Chicago, Ill.

Pub Date—Apr 91

Note—39p.; Paper presented at the Annual Meetings of the American Educational Research Association (Chicago, IL, April 3-7, 1991) and the National Council on Measurement in Education (Chicago, IL, April 4-6, 1991).

Pub Type—Reports - Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Achievement Tests, Attitude Measures, Educational Practices, Elementary Education, *Elementary School Teachers, Grade 3, Grade 5, Grade 6, *Instructional Effectiveness, Questionnaires, *Standardized Tests, *Teacher Attitudes, Teaching Methods, Test Coaching, Testing Problems, Test Results, *Test Use

Identifiers—*Measurement Driven Instruction, *Testing Effects

The effects of standardized testing on instruction were studied in two school districts with high-stakes testing. The present study was part of a larger research project concerned with the effect of testing on instruction and student learning. A total of 360 teachers in grades 3, 5, and 6 in approximately 100 schools in two districts answered a questionnaire addressing test preparation/coaching practices and the effects of testing on instruction. A limitation of the study was the overall response rate of 42%, suggesting that the respondents were not necessarily representative of all teachers. Teachers reported that they felt pressured to improve test scores by the district administration and the media. Because of the importance of testing, teachers gave greater emphasis to basic skills instruction. They felt that content not tested suffered because of the focus on the standardized tests. Testing further distorted teaching because of the extensive time given to test preparation. While it was agreed that rampant cheating was rare, practices that would clearly boost test scores, such as rephrasing questions, were considered to occur more frequently. Teachers were aware of extensive use of test results for external purposes such as comparisons of schools or districts. In open-ended questions, teachers could point to many benefits from standardized testing, but they felt that these were outweighed by the drawbacks. Fourteen tables summarize the questionnaire results. A 13-item list of references is included. (SLD)

ED 337 469 TM 017 282

Grade 4 Mastery Test Results. Summary and Interpretations: 1990-91. Connecticut Education Evaluation and Remedial Assistance.

Connecticut State Dept. of Education, Hartford.

Pub Date—91

Note—145p.; For related documents, see TM 017 283-284.

Pub Type—Numerical/Quantitative Data (110)—Reports - Evaluative (142)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—*Elementary School Students, *Grade 4, Intermediate Grades, *Language Arts, Listening Comprehension Tests, *Mastery Tests, *Mathematics Tests, Reading Tests, Remedial Instruction, Standardized Tests, *State Programs, Statistical Data, Tables (Data), Test Construction, Testing Programs, Test Results, Writing Tests

Identifiers—*Connecticut

In 1984, the Connecticut General Assembly authorized the creation of mastery tests in mathematics and language arts (listening, reading, and writing skills) for grades 4, 6, and 8. Criterion-referenced tests were developed to assess the essential skills that should be mastered at the end of grades 3, 5, and 7 and to identify students in need of remediation. Connecticut educators identified the skills and determined their appropriateness for each grade. The Grade 4 Mastery Test results for 1990 are provided. The Grade 4 Mathematics Test assessed 25 objectives in conceptual understanding, computational skills, problem solving/applications, and measurement/geometry. The 104-item language arts test covers reading/listening and writing/locating information and examines nine objectives. In 1990, fourth-graders mastered an average of 21.2 of the 25 objectives, up slightly from the preceding year's figure of 20.6. In language arts, fourth-graders mastered an average 6.3 of the 9 objectives, as they did the preceding year. Writing scores and reading scores for grade 4 increased slightly. The scoring of the tests and equating to enable comparison with other years are discussed. Results for 1985 through 1990 are compared. Twelve charts summarize student achievement data. Thirteen appendices present test construction practices, specific objectives, the remedial standard setting process and committees, an overview of holistic scoring and marker papers for holistic scoring, the analytic rating guide and marker papers for analytic scoring, sample mastery test score reports, fall 1990 state by district reports in mathematics and language arts, the percentage of students meeting the statewide goal in each content area by district on the Connecticut Mastery Test, types of community classifications, education refer-

ence group descriptions, and student participation rates. (SLD)

ED 337 470 TM 017 283

Grade 6 Mastery Test Results. Summary and Interpretations: 1990-91. Connecticut Education Evaluation and Remedial Assistance.

Connecticut State Dept. of Education, Hartford.

Pub Date—91

Note—164p.; For related documents, see TM 017 282-284.

Pub Type—Numerical/Quantitative Data (110)—Reports - Evaluative (142)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—*Elementary School Students, *Grade 6, Intermediate Grades, *Language Arts, Listening Comprehension Tests, *Mastery Tests, *Mathematics Tests, Reading Tests, Remedial Instruction, Standardized Tests, *State Programs, Statistical Data, Tables (Data), Test Construction, Testing Programs, Test Results, Writing Tests

Identifiers—*Connecticut

In 1984, the Connecticut General Assembly established mastery tests in mathematics and language arts (listening, reading, and writing skills) for grades 4, 6, and 8. A criterion-referenced test was considered most appropriate for identifying the strengths and weaknesses of every student. The specific skills to be mastered were identified by Connecticut educators. The Grade 6 Mastery Test results for 1990 are provided. The Grade 6 Mathematics Test assesses 36 specific objectives in conceptual understanding, computational skills, problem solving/applications, and measurement/geometry. The Language Arts Advisory Committee recommended a 112-item test for grade 6 covering reading/listening and writing/study skills. In 1990, sixth-graders mastered an average of 24.6 of 36 objectives, a slight improvement from the preceding year's figure of 24.1. In language arts, sixth-graders mastered an average of 8.1 of the 11 objectives tested, also an improvement over the preceding year's figure of 7.4. Writing scores decreased slightly, and reading scores remained unchanged. Test equating procedures used for comparing the scores are discussed, and test administration and scoring practices are described. Results for 1986 through 1990 are summarized. Fourteen charts present student achievement data. Thirteen appendices present test construction practices, specific objectives, the remedial standard setting process and committees, an overview of holistic scoring and marker papers for holistic scoring, the analytic rating guide and marker papers for analytic scoring, sample mastery test score reports, fall 1990 state by district reports in mathematics and language arts, the percentage of students meeting the statewide goal in each content area by district on the Connecticut Mastery Test, types of community classifications, education reference group descriptions, and student participation rates. (SLD)

ED 337 471 TM 017 284

Grade 8 Mastery Test Results. Summary and Interpretations: 1990-91. Connecticut Education Evaluation and Remedial Assistance.

Connecticut State Dept. of Education, Hartford.

Pub Date—91

Note—163p.; For related documents, see TM 017 282-283.

Pub Type—Numerical/Quantitative Data (110)—Reports - Evaluative (142)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—*Grade 8, Junior High Schools, *Junior High School Students, *Language Arts, Listening Comprehension Tests, *Mastery Tests, *Mathematics Tests, Reading Tests, Remedial Instruction, Standardized Tests, *State Programs, Statistical Data, Tables (Data), Test Construction, Testing Programs, Test Results, Writing Tests

Identifiers—*Connecticut

Fulfilling a legislative mandate in 1984, Connecticut established mastery tests in mathematics and language arts (listening, reading, and writing skills) for grades 4, 6, and 8. Criterion-referenced tests were considered most appropriate for assessing achievement and determining individual remediation needs. The Grade 8 Mastery Test results for 1990 are provided. The Grade 8 Mathematics Test assesses 36 specific objectives in conceptual understanding, computational skills, problem solving/applications, and measurement/geometry. The 111-item language arts test covers reading/listening and writing/study skills. Eighth-graders mastered an average of 25.7 of the 36 objectives in mathematics tested, up slightly from the previous year's figure

of 25.3. Eighth-graders mastered an average of 8.4 of the 11 objectives tested in language arts, up slightly from the previous year's figure of 8.0. Their writing and reading scores were equivalent to those of the preceding year. Procedures for scoring and equating scores for meaningful comparisons are discussed. Test results for 1986 through 1990 are summarized. Fourteen charts present student achievement data. Thirteen appendices present test construction practices, specific objectives, the remedial standard setting process and committees, an overview of holistic scoring and marker papers for holistic scoring, the analytic rating guide and marker papers for analytic scoring, sample mastery test score reports, fall 1990 state by district reports in mathematics and language arts, the percentage of students meeting the statewide goal in each content area by district on the Connecticut Mastery Test, types of community classifications, education reference group descriptions, and student participation rates. (SLD)

ED 337 472 TM 017 285

Proceedings of Public and Nonpublic School Enrollment and High School Graduates to 2000-01, New York State.

New York State Education Dept., Albany. Information Center on Education.

Pub Date—May 91

Note—36p.

Pub Type—Numerical/Quantitative Data (110) — Reports — Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Educational Trends, Elementary Secondary Education, *Enrollment Projections, Futures (of Society), High School Graduates, *Private Schools, *Public Schools, *Statistical Data, Tables (Data), Trend Analysis
Identifiers—*New York

Eight tables present projections of public and non-public school enrollment and graduation rates for New York State largely from 1991-92 to 2000-01. The tables are: (1) trends and projections of public and non-public school enrollment in kindergarten through grade 12 for 1960-61 to 2000-01; (2) projections of public and non-public school enrollment in kindergarten through grade 12 by elementary and secondary grade grouping for 1991-92 to 2000-01; (3) projections of public school enrollment in kindergarten through grade 12 by grade for 1991-92 to 2000-01; (4) projections of non-public school enrollment in kindergarten through grade 12 by grade for 1991-92 to 2000-01; (5) projections of public school enrollment in kindergarten through grade 12 by region for 1991-92 to 2000-01; (6) projections of non-public school enrollment in kindergarten through grade 12 by region for 1991-92 to 2000-01; (7) projections of public school enrollment in kindergarten through grade 12 by regional and county totals for 1991-92 to 2000-01; and (8) projections of high school graduates in public and non-public schools by regional and county totals for 1990-91 to 2000-01. The methodology for projecting these figures and notes concerning projections are provided. (SLD)

ED 337 473 TM 017 287

Rosser, Phyllis. And Others

Gender Bias in Testing: Current Debates for Future Priorities. A Public Policy Dialogue. Proceedings of the Ford Foundation Women's Program Forum (2nd, New York, New York, April 1989).

Ford Foundation, New York, N.Y.

Pub Date—May 91

Note—23p.

Available from—Ford Foundation, Office of Communications, 320 East 43 Street, New York, NY 10017 (free).

Pub Type—Collected Works - Proceedings (021)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Admission Criteria, College Entrance Examinations, Culture Fair Tests, Educational Policy, *Females, Higher Education, High Schools, Instructional Materials, Minority Groups, *Research Needs, *Seminars, *Sex Bias, *Standardized Tests, *Test Bias, Testing Problems, Test Results, Test Use
Identifiers—Forums, *Scholastic Aptitude Test

In April 1989, the Women's Program Forum of the Ford Foundation sponsored a seminar that examined the current debates and future directions surrounding the issue of gender bias in testing, with particular attention to the Scholastic Aptitude Test (SAT). This booklet provides a transcript of the proceedings of the forum. P. Rosser's presentation of her research findings on the SAT is included, followed by a panel discussion by the following experts from various areas of education: S. Brown; M. Greenberger; S. Johnson; G. Medalus; M. Welsh; and L. R. Wolfe. The panel points out concerns across a broad spectrum of testing issues, including: (1) ethnic, linguistic, and minority bias, alone and coupled with gender; (2) the impact of standardized testing on classroom instruction and teaching materials; (3) possible consequences of eliminating the SAT; (4) the usefulness of litigation; and (5) the need for more data. (SLD)

ED 337 474 TM 017 288

Proceedings of the 1984 IPMAAC Conference on Public Personnel Assessment (8th, Seattle, Washington, May 6-10, 1984).

International Personnel Management Association, Washington, DC.

Pub Date—May 84

Note—113p.

Pub Type—Collected Works - Proceedings (021)
EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Computer Assisted Testing, *Evaluation Methods, Job Analysis, *Job Performance, *Occupational Tests, *Personnel Evaluation, Personnel Management, Personnel Selection, Psychometrics, *Public Sector, Screening Tests, Test Use
Identifiers—International Personnel Management Association

The International Personnel Management Association Assessment Council (IPMAAC) is a professional section of the International Personnel Management Association for individuals involved in professional level public personnel assessment. Author-generated summaries/outlines of papers presented at the IPMAAC's 1984 conference, which focus on occupational assessment in the public interest, are provided. The presidential address is "Occupational Assessment in the Public Interest" by B. A. Showers. The keynote address is "Systems for Linking Job Tasks to Personnel Management" by E. A. Fleishman. Twenty-two papers are summarized under the following paper session titles/topics: "Further Innovations in the Use of Training and Experience Ratings"; "Non-Traditional Testing Methods and Uses"; "Law Enforcement Personnel Selection and Retention"; "Improving the Organization: Innovations in Personnel Administration"; "Psychometric Issues"; and "Cost Effective Measures". The following symposia are summarized: "Alternative Methods of Presenting Questions and Related Information to Candidates in an Oral Examination Setting"; "How To Justify Ranking When Using Content Validity"; "The Necessity for Convergence and Integration of Personnel Sub-Systems"; and "Organizational Change". Two invited speakers' papers are summarized: the Personnel Testing Council's "Performance Measures: Forms or Samples" by S. Zedeck; and the Western Region Intergovernmental Personnel Assessment Council's "Contributions of Personnel Professionals to the Bottom Line" by W. F. Cascio. One invited address is provided: "Comparable Worth" by H. Remick. (SLD)

ED 337 475 TM 017 289

Proceedings of the 1985 IPMAAC Conference on Public Personnel Assessment (9th, New Orleans, Louisiana, June 16-20, 1985).

International Personnel Management Association, Washington, DC.

Pub Date—Jun 85

Note—222p.

Pub Type—Collected Works - Proceedings (021)
EDRS Price - MF01/PC09 Plus Postage.

Descriptors—Assessment Centers (Personnel), *Evaluation Methods, Futures (of Society), Item Bias, Job Analysis, *Job Performance, *Occupational Tests, *Personnel Evaluation, Personnel Management, Personnel Selection, *Public Sector, Screening Tests, Test Use
Identifiers—International Personnel Management Association

The International Personnel Management Association Assessment Council (IPMAAC) is a section of the International Personnel Management Association for individuals engaged in professional level public personnel assessment. Author-generated summaries/outlines of papers presented at the IPMAAC's 1985 conference are provided. Three papers are summarized in the presidential forum under the title "Future Perspectives". The keynote address is "Comparable Worth in Perspective" by T.

A. Mahoney. Paper session titles include: "Report on the IPMAAC Job Analysis Project"; "Problems and Payoffs in Automated Applicant Tracking"; "The Role of Implementation in Personnel Management—Connecting Theory to Practice"; "Comparable Worth"; "Sex and Occupational Differences on the Perceived Importance of Wage and Salary Determinants"; "Practical and Theoretical Applications of Item Bias Studies"; "Automated Test Generation"; "Validity Generalization Summary"; "A Simplification of the Assessment Center Process through the Use of the Word Processor"; "Use of Ratings and Self Assessment in Selection"; "Departmental Ratings for Promotional Examinations"; and "A Systematic Approach to Determining Critical Job Behaviors". Symposia titles include: "Microcomputing in Personnel"; "Change Implementation Techniques for Public Institutions"; "The Use and Misuse of Item Bias Statistics"; "Biodata as an Alternative Selection Technique: An Extensive Evaluation"; "Putting Validity Generalization and Transportability to Optimal Use"; "Multipurpose Job Analysis"; "Validation, Implementation, Transportability, and Utility of a Selection Procedure for Professional Classes in a State Merit System"; and "The Use of Employment Selection Procedures with Large Multi-Ethnic and Racial Candidate Populations: Perspectives and Strategies". A student paper (The Influence of Sex Stereotyping and the Sex of the Job Evaluator on Job Evaluation Ratings); a special session ("Equitable Compensation: Methodological Criteria for Comparable Worth"); the Western Region Intergovernmental Personnel Assessment Council's "Historical and Future Perspectives on Assessment Centers"; the Personnel Testing Council's "Uniform Guidelines on Employee Selection Procedures: A Proposed Alternative"; a video presentation ("Use of Video in Assessment"); and an IPMAAC Professional Affairs Committee Forum ("Professional Ethics: Requirements, Issues, and Practicalities") are reviewed. An author index is provided. (SLD)

ED 337 476 TM 017 290

Proceedings of the 1986 IPMAAC Conference on Public Personnel Assessment (10th, San Francisco, California, June 15-19, 1986).

International Personnel Management Association, Washington, DC.

Pub Date—Jun 86

Note—188p.

Pub Type—Collected Works - Proceedings (021)
EDRS Price - MF01/PC08 Plus Postage.

Descriptors—Assessment Centers (Personnel), *Evaluation Methods, Job Analysis, *Job Performance, *Occupational Tests, *Personnel Evaluation, Personnel Management, Personnel Selection, *Public Sector, Scoring, Test Use
Identifiers—International Personnel Management Association

The International Association of Personnel Management Assessment Council (IPMAAC) is a section of the International Association of Personnel Management devoted to individuals involved in professional level public personnel assessment. Author-generated summaries/outlines of papers presented at the IPMAAC's 1986 conference are provided. The presidential address is "Personnel Assessment: The Next Ten Years" by B. W. Davey. A special presentation is "Where We Have Been and Where We Are Going: An Appraisal of IPMAAC" by C. J. Lindley. The keynote address is "A Valediction for Testing Guidelines" by W. A. Gorham. Twenty-seven papers are summarized under the following paper session titles: "Assessment Center Topics"; "Innovations Related to Work Samples, Simulations, and In-Baskets"; "Attrition: Analysis and Selection-Related Solutions"; "Psychometric Issues and Techniques"; "Unique Public Sector Experiences: Special Problems and Solutions"; "Performance Appraisal: Direct Applications for Selection"; "Microcomputer Administered Testing: Three Approaches"; "Oral Examinations: Unique Approaches to Development, Rating Scales and Rater Training"; and "Selected Papers". Two invited speakers' papers are summarized: "Employee Drug and Alcohol Abuse—Industry's Approach" by P. P. Greaney; and "Touring Performance Appraisal in a Time Capsule" by G. B. Brumback. Outlines of three papers presented during a poster session and two other papers in an untitled paper session are included. A subject index and an author index are provided. (SLD)

ED 337 477

TM 017 291

Proceedings of the 1980 IPMAAC Conference on Public Personnel Assessment (4th, Boston, Massachusetts, July 6-10, 1980).
International Personnel Management Association, Washington, DC.
Pub Date—Jul 80
Note—43p.

Pub Type—Collected Works - Proceedings (021)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Assessment Centers (Personnel), Evaluation Methods, Job Analysis, *Job Performance, *Occupational Tests, *Personnel Evaluation, *Personnel Management, *Personnel Selection, *Psychometrics, *Public Sector, *Test Use, Workshops
Identifiers—International Personnel Management Association

The International Personnel Management Association Assessment Council (IPMAAC) contains over 500 psychometric specialists, personnel psychologists, and personnel staffing specialists dedicated to the improvement of public personnel assessment in such fields as selection and performance evaluation. Author-generated summaries/outlines of papers presented at the IPMAAC's 1980 conference are provided. Four preconference workshops are summarized. The luncheon address is "Government Regulations and Professional Standards: Conflict or Coordination?" by D. J. Schwartz. The presidential address is "Automating the Examination Process in the 80s" by T. S. Darany. Two invited addresses are reviewed: "The Division 14 Principles" by M. Tenopir; and "Personnel Assessment from the Perspective of Work Adjustment" by R. V. Dawis. The following paper sessions are summarized: "Ratings of Training and Experience"; "Personality Testing"; "Performance Evaluation and Criterion Development"; "Assessment Centers"; "Innovations in Test Validation"; "Physical Testing"; "Issues in Test Fairness and Affirmative Action"; "Alternative Selection Techniques"; and "Various Approaches to Measuring the Cost-Effectiveness of Tests". The following symposia are summarized: "Bias in Content Valid Tests"; "The Southeastern Regional Test Development Center: A New Approach for Consortia"; "Computer-Based Job Analysis—Some Innovative Applications to Personnel Management"; "Issues in the Kirkland Case"; "Clerical Selection and Cooperative Studies"; "Assessing Assessment Research"; "Assessing Writing Skills for Employment Selection"; and "Alternative Selection Procedures for Entry-Level Positions". "Cooperative Job Analysis and Test Development Project for the Class of Conservation Officers" is also summarized as a separate paper. (SLD)

ED 337 478 TM 017 292

Proceedings of the 1981 IPMAAC Conference on Public Personnel Assessment (5th, Denver, Colorado, May 10-14, 1981).

International Personnel Management Association, Washington, DC.
Pub Date—May 81
Note—74p.

Pub Type—Collected Works - Proceedings (021)
EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Assessment Centers (Personnel), Computer Assisted Testing, *Evaluation Methods, Job Analysis, *Job Performance, Management Information Systems, *Occupational Tests, *Personnel Evaluation, *Personnel Management, *Personnel Selection, Predictive Measurement, *Test Use, Workshops
Identifiers—International Personnel Management Association

The International Personnel Management Association Assessment Council (IPMAAC) is a section of the International Personnel Management Association dedicated to the improvement of public personnel assessment in such fields as selection and performance evaluation. Before the IPMAAC's fifth annual conference in 1981, four workshops were conducted on the following topics: developing job-related minimum qualifications of training and experience; two computer systems for assessment use; and managing a test development unit. Author-generated summaries/outlines of papers presented at the IPMAAC's 1981 conference are provided. "Presidential Remarks" by J. P. Springer are reviewed. The keynote address is "Burden of Proof/Burden of Remedy" by M. Novick. The following paper sessions are summarized: "Alternative Selection Procedures"; "Setting Passing Points"; "Practical Procedures for Large and Small Agencies"; "Using Computers in Personnel Systems";

"Measurement in Police Settings"; "Fine Tuning of Selection Instruments"; "Issues in Job Analysis"; "Test Validity and Utility"; "Personnel Adaptations of Video"; and "Considerations Concerning Discrimination." The following symposia are reviewed: "The Police Career Index, Tribulations and Trials in Des Moines"; "Executive Candidate Selection—Assessment Center Methods"; "Unassembled Examining—Current Approaches in the Federal Government"; "The Structured Interview—Dead or Alive?"; "The Development of Job-Related Medical Standards"; and "Survey of Basic Item Analysis". Three invited addresses include: "Contemporary Personnel Psychology—An Overview" by T. Hunt; "Truth-in-Testing Legislation" by R. Brown; and "Selection Research as Seen by a Personnel Director" by C. Grapentine. One other paper is summarized: "Assessor Training: The Leaderless Group Discussion". A microcomputer demonstration session is reviewed. (SLD)

ED 337 479 TM 017 293

Proceedings of the 1982 IPMAAC Conference on Public Personnel Assessment (6th, Minneapolis, Minnesota, June 6-10, 1982).

International Personnel Management Association, Washington, DC.
Pub Date—Jun 82
Note—93p.

Pub Type—Collected Works - Proceedings (021)
EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Evaluation Methods, *Job Performance, *Occupational Tests, *Personnel Evaluation, *Personnel Management, *Personnel Selection, Predictive Measurement, Private Sector, Psychological Testing, *Public Sector, Test Use, Workshops
Identifiers—International Personnel Management Association

The International Personnel Management Association Assessment Council (IPMAAC) is a section of the International Personnel Management Association dedicated to the improvement of public personnel assessment in such fields as selection and performance evaluation. Author-generated summaries/outlines of papers presented at the IPMAAC's 1982 conference are provided. The presidential address is "Professionalism and Productivity" by G. G. McClung. The keynote address is "The Validity of Content Valid Tests and the Basis for Ranking" by J. J. Hunter. The following paper sessions are summarized: "Automation in the Personnel Office"; "Technological/Methodological Issues in Selection"; "Selection Procedures in Police and Fire Settings"; "Performance Appraisal and Evaluation"; "Innovation and Alternative Selection Procedures"; and "New Developments in Selections". The following symposia are summarized: "Labor Unions: How Much of an Effect on Personnel Assessment Decisions?"; "Development of Job Related Minimum Qualification Requirements—Methodological and Administrative Concerns"; "Validation of Selection Procedures with a Small N: An Example of a Successful Approach"; "Ethical Considerations in Personnel"; "A Legal and Technical Analysis of Issues Involving the Ranking of Candidates and Setting of Passing Points"; "Productivity, Effectiveness, and Performance Appraisals: Commonality or Confusion?"; "The Use of Written Simulations in Personnel Selection"; "Professional Accountability to Applicants"; and "Psychological Testing: Its Survival Problems". An invited luncheon speaker's paper is summarized: "Public and Private Sector Assessment: Is There a Difference?" by V. R. Boehm. The Western Region Inter-governmental Personnel Assessment Council's paper "The Cutting Edge of Selection Developments" by R. L. Ebel; "A Bayesian Approach to Validity Generalization: A Systematic Examination of the Robustness of Procedures and Conclusions" by K. Pearlman; and the Great Lakes Assessment Council Panel on "Selection in the Private Sector" are reviewed. Summaries of two full-day and two half-day preconference workshops are also included. (SLD)

ED 337 480 TM 017 294

Proceedings of the 1983 IPMAAC Conference on Public Personnel Assessment (7th, Washington, D.C., May 22-26, 1983).

International Personnel Management Association, Washington, DC.
Pub Date—May 83
Note—149p.

Pub Type—Collected Works - Proceedings (021)
EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Assessment Centers (Personnel), Computer Assisted Testing, *Evaluation Methods, Job Analysis, *Job Performance, *Occupational Tests, *Personnel Evaluation, *Personnel Management, *Personnel Selection, Predictive Measurement, *Public Sector, *Test Use
Identifiers—International Personnel Management Association

The International Personnel Management Association Assessment Council (IPMAAC) focuses on improving public personnel assessment in such fields as selection and performance evaluation. Author-generated summaries/outlines of papers presented at the IPMAAC's 1983 conference are provided. The presidential address is "Is There a Future for Test Writers?" by C. B. Schultz. The keynote address is "Policies and Issues Facing EEOC (Equal Employment Opportunity Commission) Today" by A. Golub. The following paper sessions are reviewed: "Job Analysis Methodologies and Applications"; "An Introduction to Assessment Centers: Development and Uses"; "Evaluating Other Minorities: The Handicapped and the Elderly"; "Behavioral Traits and Their Influence on Selection Procedures"; "Assessment Centers: Research and Application"; "The Effects of Recession, Labor Relations, and Reform of Public Agencies"; "New Developments in Selection for the Fire Service"; "Biodata as a Public Sector Selection Strategy"; "Focus on the Economics of Testing: Measuring Utility"; "Training and Experience Evaluations and Other Forms of Self-Assessment"; "Exploring Issues Related to Fairness, Adverse Impact, and Test Bias"; "Assessing Managerial Skills"; "Alternatives and Traditional Selection Procedures"; "Measuring Productivity"; "Physical Ability Testing"; and "The Development and Validation of Selection Standards for Law Enforcement". The following symposia are reviewed: "Reasonable Accommodation in Selection and Employment of Deaf White-Collar Employees"; "Development of a Valid Selection Procedure for Nineteen Professional Classes in a State"; "Development of Job Related Valid Oral Board Examinations"; "Firefighter Selection: Non-Written Tests"; "Designing and Implementing Personnel Functions in the 80s: The Critical Linkage of Personnel and Organizational Development Technologies"; "Computer Assisted Testing in Government Jobs"; "Implementing and Updating the Norfolk Police Department Performance Rating System"; and "The Administration of a Psychological Testing Program in Police and Correctional Agencies". Two invited addresses, three student papers and a paper by an invited speaker are included. (SLD)

ED 337 481 TM 017 296

Hambleton, Ronald K. Bollwark, John
Adapting Tests for Use in Different Cultures: Technical Issues and Methods.

Pub Date—91
Note—44p.
Pub Type—Information Analyses (070) — Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Cultural Differences, Educational Assessment, English, Foreign Countries, Guidelines, Spanish, Test Format, *Testing Problems, Test Validity, *Translation

Identifiers—Scholastic Aptitude Test, *Test Adaptations

The validity of results from international assessments depends on the correctness of the test translations. If the tests presented in one language are more or less difficult because of the manner in which they are translated, the validity of any interpretation of the results can be questioned. Many test translation methods exist in the literature, but most are rather limited in their appropriateness. This paper reviews the issues and methods associated with test translations or adaptations, and presents some new results based on applications of item response theory (IRT) to establishing test guidelines. Guidelines are offered for establishing test equivalence based on a review of past studies and current methods, particularly methods that involve double test translations and IRT methods. An example of translation equivalence is drawn from the study by W. H. Angoff and L. L. Cook (1988) on the equating of English and Spanish versions of the Scholastic Aptitude Test. Two figures illustrate the discussion. A 33-item list of references is included. (SLD)

ED 337 482 TM 017 301

DelPizzo, Martha Tecca Wolfe, Jody Messinger
Ethnographies of Thought in Varied Settings: The

Acquisition of Rich Understandings of Context and Cognition in Education.
Spons Agency—Appalachia Educational Lab., Charleston, W. Va.
Pub Date—Apr 91

Note—35p; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).

Pub Type—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Cognitive Processes, Context Effect, Data Collection, Educational Assessment, Ethnography, Higher Education, Naturalistic Observation, Participant Observation, Practicums, Research Design, School Business Relationship, Social Science Research, Student Teachers, Teacher Education

Two studies (from 1989 and 1990) are reviewed to illustrate the effectiveness and versatility of "ethnographies of thought" (as described by C. Geertz, 1983) for gaining significant understanding of the meaning perspectives of research participants and the contexts of a variety of educational settings. The methodological implications of the two studies are discussed. Although they focused on different research questions and settings, both studies used a naturalistic design and involved the collection of three sources of verbatim data. The first study focused on the assessment of a preservice teacher's professional learning during a practicum semester, and the second examined the salient issues of a school and business partnership. In-depth data collection for the first study utilized one student teacher. Data were also collected from the cooperating teacher. In the second study, data were collected from members of a single partnership and resonance sought in a second partnership. Experiences with both studies indicate that if participants are to be "understood," a significant investment of time in the ethnography is mandatory to give the researcher adequate insight. Two figures and a 20-item list of references are included. (SLD)

ED 337 483 TM 017 303

Shukla, P. K. Bruno, James

A Psychological Measurement of Student Testing

Design Preferences.

Pub Date—[90]

Note—13p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Attitude Measures, College Students, Demography, Higher Education, Psychological Testing, Scoring, Student Attitudes, Surveys, Test Construction

Identifiers—Confidence Weighted Admissible Probability Scores, Conjoint Measurement, Market Research, Preference Data

An analytical technique from the field of market research called conjoint analysis was applied to a psychological measurement of student testing design preferences. Past concerns with testing design are reviewed, and a newer approach to testing is identified—the modified confidence weighted-admissible probability measurement (MCW-APM) test scoring method developed by J. Bruno (1985). The conjoint analysis approach was applied to measure student preferences for testing design. The conjoint design was developed with four factors: objectivity (subjective and objective), restrictions (restricted and unrestricted), partial credit (allowed and not allowed), and feedback (given and not given). Usable survey responses were received from 516 individuals from different levels of education and different colleges. To demonstrate the flexibility of conjoint analysis, the study design was modified to add a fifth factor of test-responding simplicity. The illustration indicates that conjoint analysis can be used for larger sample sizes and that it permits analysis by demographic factors, a feature that is applicable to education. Six tables present study data. A 12-item list of references is included. (SLD)

ED 337 484 TM 017 304

Proceedings of the 1988 IPMAAC Conference on Personnel Assessment (12th, Las Vegas, Nevada, June 19-23, 1988).

International Personnel Management Association, Washington, DC.

Pub Date—Jun 88

Note—228p; Pages 175-179 have extremely small print which may not reproduce clearly.

Pub Type—Collected Works - Proceedings (021)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors—Assessment Centers (Personnel),

Computer Assisted Testing, Evaluation Methods, Job Analysis, Job Performance, Occupational Tests, Personality Assessment, Personnel Evaluation, Personnel Management, Personnel Selection, Psychological Testing, Public Sector, Screening Tests, Test Use

Identifiers—International Personnel Management Association

Author-generated summaries/outlines of papers presented at the annual conference of the International Personnel Management Association Assessment Council (IPMAAC) in 1988 are provided. The "Presidential Address" is by N. E. Abrams. The keynote address is "Is There a Future for Intelligence?" by R. Thorndike. Summaries of 53 papers on the following selected topics are provided: assessing productivity; use of video technology in testing; supervision; selection criterion; screening direct care workers for child abuse potential; screening models for psychological testing; examination security; an interactive oral exam for juvenile correction workers; multiple-choice questions that malfunction; bias and test-wiseness; the promotability index; tests for selecting 911 telephone operators; direct versus indirect writing assessment; videotaped work incident simulations in police and fire assessment centers; predicting job performance of mentally retarded persons; employment of the disabled; a multi-purpose job information system; test security, applicant rights, and the candidate review process; selection of police managers; job satisfaction in the Federal workforce; paper and pencil measures versus assessment centers in police selection; validation of physical performance tests; use of departmental ratings of promotability; personality testing; criterion-related validation using two-way validity generalization; application of Angoff in passing point setting for a situational interview; using the Social Skills Inventory in personnel assessment; the Worker Characteristics Inventory—a methodology for assessing personality during job analysis; refining a self-rating selection instrument—correction of self bias; computerized testing made practical; guides in the design of simulation exercises; and the development of job-related medical standards/guidelines for selection of applicants and evaluation of incumbent personnel. An author index is provided. (SLD)

ED 337 485 TM 017 306

Proceedings of the 1990 IPMAAC Conference on Personnel Assessment (14th, San Diego, California, June 24-28, 1990).

International Personnel Management Association, Washington, DC.

Pub Date—Jun 90

Note—549p.

Pub Type—Collected Works - Proceedings (021)

EDRS Price - MF02/PC22 Plus Postage.

Descriptors—Assessment Centers (Personnel), Computer Assisted Testing, Job Analysis, Job Performance, Occupational Tests, Personality Assessment, Personnel Evaluation, Personnel Management, Personnel Selection, Public Sector, Test Use

Identifiers—International Personnel Management Association

Fifty-seven papers presented at the annual meeting of the International Personnel Management Association Assessment Council (IPMAAC) in 1990 are provided. Selected topics include: using the cloze technique for reading skills assessment; examining assessment techniques; job analysis; alternate strategies for assessing writing skills; assessment of workforce quality and employability skills; the use of job analysis in promoting workplace justice; advances in multiple-choice item writing and review; techniques to select workforce 2000 and its leaders; developments in personality measurement; the validation of R. Hogan's Prospective Employee Potential Inventory on school bus drivers; using video technology in the selection process; directions for the manager of tomorrow's assessment function; innovations in peace officer selection; recent innovations in public sector assessment; Navy research on advanced technologies for selection and training; effective assessment practice for the next century; finding and assessing selection instruments and consultants; structured interviewing; electronic document storage—a case study; evaluating writing skills; using today's techniques and technologies to prepare for assessing the workforce in the year 2000; validation strategies; decentralizing an automated performance evaluation system; assessing clerical skills impacted by office automation; work sample based selection for assembly personnel meeting the

demands of a Japanese management climate; selection criteria for the 1990s—implications for job analysis; progress in assessment center methodology; use of non-traditional training and experience ratings; what bio-data predict; personnel selection that meets the evolving legal requirements; the effects of candidate orientation, candidate training, coaching, and management/supervisory training on assessment center performance; assessing physical ability; job qualification linkage system; and job analysis approaches. (SLD)

ED 337 486 TM 017 308

Dollard, Norin And Others

Evaluation of New York State's Children and

Youth Intensive Case Management Program.

New York State Office of Mental Health, Albany.

Pub Date—[91]

Note—20p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adolescents, Caseworker Approach, Children, Comparative Analysis, Emotional Disturbances, Evaluation Methods, Mental Health Programs, Program Evaluation, Research Design, State Programs

Identifiers—Case Management, Children Youth Intensive Case Management Program NY, New York

The evaluation plan for New York State's Children and Youth Intensive Case Management (CYICM) Program is described, which was introduced in July 1988. The CYICM Program is a statewide intervention focusing on keeping children with serious emotional disturbances in the least restrictive environment appropriate to their needs. It is a client-centered service provided to children in their natural settings of home, school, and community. Each Intensive Case Manager (ICM) has a caseload of 10 children. The 3-year evaluation design is a panel design with a comparison group. A Client Description Form and Program Termination Form are used. The first year of the evaluation involved collecting descriptive information concerning all CYICM children, conceptualizing the research design, and developing outcome measures. In the second year, 30% of the caseload of each ICM will be sampled to determine child characteristics, child functioning, and ICM behavior. This paper addresses three measures of child outcomes: (1) comparison of the child's living situation on admission and discharge; (2) comparison of CYICM clients' inpatient usage 6 months before and after the ICM intervention; and (3) comparison of CYICM clients' inpatient usage to that of a matched group. Baseline data on 682 children provide a profile of the typical client and the 92 children who have been discharged from the program to date. The typical child served is a 14-year-old White non-Hispanic (58%) male (66%). Nine figures illustrate the study design and results. (SLD)

ED 337 487 TM 017 310

Mehrens, William A.

Issues in Teacher Competency Tests.

Spons Agency—California Univ., Berkeley. Graduate School of Education.

Pub Date—87

Note—112p; Revision of "Validity Issues in Teacher Competency Tests" prepared for the Institute for Student Assessment and Evaluation at the University of Florida.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Competence, Construct Validity, Elementary Secondary Education, Licensing Examinations (Professions), Occupational Tests, Teacher Certification, Teacher Evaluation, Teacher Improvement, Teacher Qualifications, Test Use, Test Validity

Identifiers—Teacher Competency Testing

The types of validity evidence that are appropriate for teacher licensure tests are discussed. Included are a discussion of the current popularity of teacher competency tests and the reasons for that popularity. Licensure, certification, and employment examinations are differentiated. Because the area of interest is the minimum competency necessary to prevent harm from coming to the clients, it is argued that content validity is the type of validity evidence that is most appropriate for licensure tests. Criterion-related validity, construct validity, and "curricular validity" are also discussed. It is concluded that teacher licensure tests allow valid inferences for a delimited set of inferences. An effective teacher licensure test will not eliminate the need for subse-

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quent teacher evaluation; it will not cure all educational ills; it will not eliminate all ineffective teachers. Nevertheless, it should ensure that individuals who are licensed have a minimal level of competence on some important subdomains of knowledge and skills relevant to their profession. A 162-item list of references is included. (Author/SLD)

ED 337 488 TM 017 319

Cheung, K. C. And Others.
Meaningful Assessment of Problem-Solving Activities in the Classroom: Some Exemplars. Research Monograph No. 2.
 Institute of Education (Singapore).
 Report No.—ISBN-9971-953-90-0; ISSN-0219-4326

Pub Date—Jul 91
 Note—86p.; Companion to an earlier volume "Meaningful Measurement in the Classroom Using the Rasch Model: Some Exemplars" (1990); see ED 326 544. Two figures may not reproduce well due to small print.

Pub Type—Collected Works - General (020) — Reports - Evaluative (142) — Tests/Questionnaires (160)

EDRS Price - MF01/PC04 Plus Postage.
 Descriptors—*Algebra, Classroom Techniques, *Cognitive Processes, *Educational Assessment, *Elementary School Students, Elementary Secondary Education, Error Patterns, Foreign Countries, Grade 8, Metacognition, *Problem Solving, Secondary School Students, *Word Problems (Mathematics)

Identifiers—Singapore

This collection of four papers deals with problem solving and the measurement of problem solving. "Climbing Up the Competence Ladder: Some Thoughts on Meaningful Assessment of Problem-Solving Tasks in the Classroom" by K. C. Cheung uses the metaphor of a competence ladder to represent the problem-solving continuum with progressive qualitative bands. "A Bane or a Boon? Meaningful Assessment of Problem-Solving Activities in the Classroom" by K. C. Cheung and L. C. Mooi explores different ways of assessing problem-solving activities and describes a conceptual framework for problem-solving processes. "On Meaningful Measurement: Stages of Lower Secondary Pupils' Abilities in Solving Algebra Word Problems" by W. F. Loh and K. C. Cheung outlines the critical steps experienced by 130 eighth-graders in Singapore in solving word problems and explains how these activities could be assessed. "On Meaningful Measurement: Metacognition and Hierarchical Modelling of Errors in Algebra Word Problems" by K. C. Cheung and W. F. Loh analyzes the main types of errors made by 130 eighth-graders at different performance levels. A 43-item list of references is included. An appendix contains the algebra test from the fourth study. (SLD)

ED 337 489 TM 017 324

Perrone, Vito, Ed.
Expanding Student Assessment.
 Association for Supervision and Curriculum Development, Alexandria, Va.
 Report No.—ISBN-0-87120-182-8
 Pub Date—91
 Note—180p.

Available from—Association for Supervision and Curriculum Development, 1250 N. Pitt Street, Alexandria, VA 22314 (\$14.95, ASCD Stock No.: 611-91114).

Pub Type—Collected Works - General (020)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Academic Standards, Classroom Techniques, *Educational Assessment, Educational Change, Elementary Secondary Education, *Evaluation Methods, Mathematics Tests, Science Tests, *Standardized Tests, *Student Evaluation, Teacher Role, *Testing Problems, Writing Evaluation

Identifiers—*Authentic Assessment, New York City Board of Education, *Performance Based Evaluation

This book supports constructive discussion about assessment and provides concrete directions for change. The 10 chapters outline many of the difficulties associated with current standardized testing. While most educators refer to the new non-standardized test efforts as alternative assessments, this type of assessment is increasingly being called authentic. The book focuses on authentic assessment in education, with an emphasis on teachers and classroom practice. An "Introduction" (V. Perrone)

is presented. Chapters include: (1) "Closed Gates in a New York City School" (K. Jervis); (2) "Authentic Assessment, Evaluation, and Documentation of Student Performance" (E. Chittenden); (3) "Building a School Culture of High Standards: A Teacher's Perspective" (R. Berger); (4) "Tapping Teachers' Knowledge" (D. Carroll and P. Carini); (5) "Authentic Assessment: Beyond the Buzzword and into the Classroom" (R. Zeydoun and H. Gardner); (6) "The Rhetoric of Writing Assessment" (P. L. Stock); (7) "Active Assessment for Active Science" (G. E. Hein); (8) "The Intellectual Costs of Secrecy in Mathematics Assessment" (J. L. Schwartz); (9) "We Must Take Care: Fitting Assessments to Functions" (W. Haney); and (10) "Moving Toward More Powerful Assessment" (V. Perrone). References follow each chapter, and a list of the 12 contributing authors is included. (SLD)

ED 337 490 TM 017 326

Hambleton, Ronald K., Ed. Zaal, Jac N., Ed.
Advances in Educational and Psychological Testing: Theory and Applications. Evaluation in Education and Human Services Series.
 Report No.—ISBN-0-7923-9070-9

Pub Date—91
 Note—464p.

Available from—Kluwer Academic Publishers, 101 Philip Drive, Assinippi Park, Norwell, MA 02061 (\$98.50).

Pub Type—Books (010) — Collected Works - General (020)

Descriptors—Not Available from EDRS.

Descriptors—*Achievement Tests, Analysis of Covariance, Aptitude Tests, Computer Assisted Testing, Cross Cultural Studies, Decision Making, *Educational Assessment, Educational Trends, Equations (Mathematics), Foreign Countries, Generalizability Theory, Item Response Theory, Mathematical Models, Meta Analysis, Personnel Selection, Psychological Testing, *Psychometrics, *Technological Advancement, *Test Use
 Identifiers—Decision Theory, Netherlands

The 14 chapters of this book focus on the technical advances, advances in applied settings, and emerging topics in the testing field. Part 1 discusses methodological advances, Part 2 considers developments in applied settings, and Part 3 reviews emerging topics in the field of testing. Part 1 papers include: (1) "Advances in Criterion-Referenced Measurement" (R. K. Hambleton and H. J. Rogers); (2) "Generalizability Theory" (D. N. M. de Gruijter and L. J. T. van der Kamp); (3) "Item Response Theory" (D. J. Weiss and M. E. Yoes); (4) "Analysis of Covariance Structures" (H. Swaminathan); (5) "Applications of Decision Theory to Test-Based Decision Making" (W. J. van der Linden); and (6) "Meta-Analysis" (J. E. Hunter and F. L. Schmidt). Part 2 papers include: (7) "Developments in Personnel Selection Methodology" (R. A. Roe and M. A. M. Greuter); (8) "Assessment Centers at the Dutch Central Government" (J. N. Zaal); (9) "Current Perspectives in the Assessment of the Handicapped" (S. Scarpati); (10) "Testing across Cultures" (F. J. R. van de Vijver and Y. P. Poortinga); and (11) "Reflections on Large-Scale Assessments of Student Achievement" (K. MacRury and others). Part 3 papers include: (12) "Computerized Adaptive Testing: Theory, Applications, and Standards" (R. K. Hambleton and others); (13) "Cognitive Theory and Psychometrics" (R. J. Sternberg); and (14) "The Evolution of Ethical and Technical Standards for Testing" (W. Haney and G. Madaus). Chapter abstracts, biographical sketches of the contributing authors, and an index are included. (SLD)

ED 337 491 TM 017 327

Using the School Report.
 Massachusetts State Dept. of Education, Boston.
 Pub Date—Nov 90

Note—42p.; Some pages contain extremely small print. For a related report, see TM 017 328.

Pub Type—Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Achievement, *Educational Assessment, *Evaluation Utilization, Intermediate Grades, *Profiles, *Program Evaluation, Scores, Secondary Education, Standardized Tests, *State Programs, Student Evaluation, *Testing Programs, Test Results, Test Use
 Identifiers—*Massachusetts Educational Assessment Program

Schools that are concerned with evaluating their programs need more than just the average scaled assessment scores from standardized tests. To help schools, the Massachusetts Educational Assessment

Program produces school and district reports that contain the stories behind the averages. These reports describe the kind of students who took the tests (given in grades 4, 8, and 12), present performance profiles of different groups of students, and provide detailed analyses of performance. This booklet is designed to help schools use their reports to the fullest. Chapter 1 introduces the assessment program. Chapter 2 provides background information and reviews the intent of the program and how it has been implemented. In Chapter 3, the kinds of information in the reports are reviewed, with demonstrations of the kinds of comparisons that can be made. Chapter 4, reproduced from previous editions of this booklet, provides suggestions and examples of how to use the results. Appendix I is a short description/definition of the skills and knowledge of students at various proficiency levels. Appendix II provides tables of the mean and standard deviations of the raw scores for each content subcategory. (SLD)

ED 337 492 TM 017 328

The Massachusetts Educational Assessment Program: 1990 Statewide Summary.
 Massachusetts State Dept. of Education, Boston.
 Pub Date—Nov 90

Note—56p.; For a related report, see TM 017 327.
 Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Achievement Tests, Administrator Attitudes, *Educational Assessment, Grade 4, Grade 8, Grade 12, Intermediate Grades, Multiple Choice Tests, Scores, Secondary Education, *Standardized Tests, *State Programs, State Surveys, Student Attitudes, *Student Evaluation, Teacher Attitudes, *Testing Programs, Test Results

Identifiers—*Massachusetts Educational Assessment Program, Open Ended Questions

Results of the third administration of the Massachusetts Educational Assessment Program (MEAP), a statewide testing program for fourth-, eighth-, and 12th-grade students, are summarized. The assessment contains multiple-choice and open-ended questions in reading, mathematics, science, and social studies. In 1990, approximately 155,000 students completed the assessment tests. Students included in school reports are 55,603 fourth-graders, 50,150 eighth-graders, and 49,032 12th-graders. In addition, students, teachers, and principals completed questionnaires about their attitudes and practices related to education. MEAP tests are not designed to measure achievement at a particular grade; they are meant to assess learning up to and including each grade level and are designed to measure a body of knowledge and kinds of thinking that content experts believe are essential to the subject area taught. Each student completes a fraction of test questions for any grade level, and results are aggregated at the school and district levels. Responses to sample open-ended questions are provided, with an analysis of results. Proficiency scales that describe students' performance at various levels of achievement are presented, which provide a link between the scaled scores reported to the schools and the actual test items that characterize the levels of knowledge and skill. An appendix provides descriptions of student performance at levels of proficiency for all three grades. (SLD)

ED 337 493 TM 017 329

Facts about Massachusetts Schools. Publication No. 16459.

Massachusetts State Dept. of Education, Quincy.
 Pub Date—Sep 90

Note—11p.
 Pub Type—Numerical/Quantitative Data (110)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Education, Bilingual Students, Dropouts, Educational Finance, Elementary Secondary Education, Enrollment, Ethnic Distribution, Grants, Migrant Children, *Public Schools, Racial Composition, School Personnel, *School Statistics, Special Education, *Statistical Data, Superintendents, Tables (Data)

Identifiers—Fact Sheets, *Massachusetts

Facts about Massachusetts public schools are presented for quick reference in 20 tables. Part 1, "A Few Miscellaneous Numbers", contains brief tables of: (1) total budget; (2) per-pupil cost; (3) number of schools; (4) number of public school districts; (5) number of operating districts; (6) number of superintendents; (7) number of educational collaboratives; (8) equal educational opportunity grants; (9) number of migrant students; (10) adult

education; (11) school meals; and (12) dropouts. Part 2, "Facts about Massachusetts Students", contains tables detailing: (1) student enrollments by grade; (2) pupil enrollment; (3) student enrollments over 10 years; (4) racial/ethnic distribution; (5) numbers of public school bilingual students; and (6) special education enrollment. Part 3, "Facts about School Staffs", contains data tables concerning total professional/instructional staff and regular education instruction staff by selected subjects. (SLD)

ED 337 494 TM 017 335

Hacker, Jacob Hathaway, Walter

Toward Extended Assessment: The Big Picture.

Pub Date—Apr 91

Note—21p.; Paper presented at the Annual Conference of the American Educational Research Association (Chicago, IL, April 3-7, 1991) and the National Council on Measurement in Education (Chicago, IL, April 4-6, 1991).

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Comparative Analysis, Cost Effectiveness, *Educational Assessment, Educational Trends, Elementary Secondary Education, Measurement Techniques, Standardized Tests, *Student Evaluation, *Testing Problems, Testing Programs, Test Reliability, Test Validity, *Thinking Skills, Trend Analysis

Identifiers—*Authentic Assessment, *Performance Based Evaluation

Testing and assessment that are "more authentic" (performance-based or alternative) represent the most pressing issue in education today. Some of the major criticisms leveled at standardized testing are examined, and the advantages and disadvantages of more authentic assessment are reviewed. A general direction for integrating traditional and innovative forms of assessment is proposed. Among criticisms of current tests that have been identified by the National Commission on Testing and Public Policy, two of the biggest criticisms are that standardized objective testing fails to assess real mastery and is of limited validity. Advantages claimed for more authentic assessment include: (1) direct measurement of what children should know; (2) emphasis on higher order thinking skills, judgment, and collaboration; (3) encouragement of active participation in the learning process by children; and (4) allowing educators to teach to the test without destroying validity. Disadvantages of authentic assessment include high cost; difficulty in making results consistent and usable; and undemonstrated validity, reliability, and comparability. Three examples of authentic assessment are provided. A compromise between traditional and authentic assessments could begin with encouraging use of multiple measures and promoting more authentic measures when possible and cost effective. A 52-item list of references is included. (SLD)

ED 337 495 TM 017 336

Wolf, Kenneth P.

Research Design for Investigating the Effects of Student Portfolios on Teaching and Learning.

Far West Lab. for Educational Research and Development, San Francisco, Calif.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—29 Aug 91

Contract—OERI-RP91002006

Note—20p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Classroom Observation Techniques, Data Analysis, Data Collection, Elementary Secondary Education, Evaluation Methods, *Influences, Interviews, *Learning, Planning, *Portfolios (Background Materials), Questionnaires, *Research Design, Research Proposals, *Student Evaluation, *Teaching Methods

A research plan for investigating the effects of student portfolios on teaching and learning at three different school sites is described. The plan accommodates two categories of research questions: (1) broad, cross-site questions; and (2) site-specific questions generated by participants at each individual site. Data collection strategies include: (1) individual and focus group interviews with students, teachers, site administrators, and parents; (2) questionnaires; (3) classroom observations; and (4) analysis of the student portfolios. Data analysis will be ongoing and shared with participants in a cycle of collaboration that is intended to inform both the research process and portfolio implementation efforts at the sites. This information is intended to present researchers and practitioners with several models for using student portfolios, and also to provide information on the ways that student portfolios affect teaching and learning. The results of this year-long investigation will be reported in August of 1992 and yearly thereafter as the study is extended. (SLD)

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ED 337 496 TM 017 338

Student Assessment: A Review of Current Practices and Trends in the United States and Selected Countries.

New York State Education Dept., Albany. Office for Planning, Research, and Support Services.

Pub Date—Jun 91

Note—84p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Educational Assessment, Educational Change, Educational Improvement, Educational Policy, Educational Practices, Elementary Secondary Education, *Evaluation Methods, Foreign Countries, Portfolios (Background Materials), *State Programs, *Student Evaluation, *Testing Programs, Test Use, Trend Analysis

Identifiers—Authentic Assessment, New York, *Performance Based Evaluation, United States

A comprehensive overview of the current state of student assessment and a glimpse of the extent of student assessment in New York State (NYS), throughout the nation, and in foreign countries are provided. Background on existing testing programs in NYS and the assessment components of "A New Compact for Learning," a set of proposals from the NYS Board of Regents for educational improvement, are included. Trends are identified, and significant reports or studies are reviewed. Test reform activists have initiated a campaign to limit the mass testing of young children in NYS, but in general, NYS's testing policies/practices agree with desirable testing practices. The development of large-scale performance-based assessment is now underway throughout the nation. Although there are some concerns that the new assessment is moving too fast, proponents argue that to determine its worth, performance-based testing must be initiated on a large scale. Proposals of the "New Compact for Learning" with regard to student portfolios and review of testing show a willingness to explore further change. A chart lists alternative assessment practices for each state. Seven appendices provide: descriptions and scheduling of NYS assessment programs; an outline of norm-referenced and criterion-referenced measurement; a table outlining questions used in the NYS Testing Program; lists of advocates for replacing standardized tests with alternative testing practices and advocates for a ban on standardized testing of young children; an outline of data sources for the 50-state testing comparison chart; and a list of districts taking part in the Urban District Leadership Consortium Project. A 74-item bibliography and additional information sources are included. (SLD)

ED 337 497 TM 017 339

Comprehensive Adult Student Assessment System:

IRCA Pre-Enrollment Appraisal Manual.

California State Dept. of Education, Sacramento; Comprehensive Adult Student Assessment System, San Diego, CA; San Diego Community Coll. District Foundation, CA.

Pub Date—88

Note—59p.

Available from—California State Department of Education, 721 Capitol Mall, Sacramento, CA 95814.

Pub Type—Guides - Non-Classroom (055) — Tests/Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adult Education, *Adult Students, Citizenship Education, Educational Assessment, *English (Second Language), Guides, Immigrants, Instructional Materials, Interviews, Limited English Speaking, *Listening Comprehension Tests, *Reading Tests, *Student Evaluation, Tape Recordings, Two Year Colleges, *Writing Tests

Identifiers—*Comprehensive Adult Student Assessment System, Immigration Reform and Control Act 1986

This manual provides information concerning the administration of the Immigration Reform and Control Act (IRCA) Pre-Enrollment Appraisal. The IRCA testing program uses the following tests, which are designed to provide an initial assessment

of a student's level of English ability in the context of the history and government of the United States: (1) the 12-item IRCA Listening Test; (2) the 25-item IRCA Reading Test; (3) the 2-item IRCA Writing Test; and (4) the 3-item IRCA Interview. The tests are intended to identify eligible legalized aliens who may be in need of instruction in beginning and low intermediate level English as a second language. The IRCA Reading and Listening Tests were developed by the Comprehensive Adult Student Assessment System (CASAS) from the CASAS Item Bank. Test forms developed from these items accurately measure English in a functional context. This appraisal is one component of a comprehensive system that links IRCA English and civics competencies to assessment and instructional materials. This kit includes the following items: the IRCA Pre-Enrollment Appraisal Manual; the Form 1 IRCA Pre-Enrollment Appraisal Answer Sheet; the Form 1 IRCA Pre-Enrollment Appraisal Basic English Competency Test Booklet; two tapes (not included here) for use while administering/taking Forms 1 and 2 of the listening and writing tests; directions for test administration and scoring; and visual aids (a wall chart and an overhead projection transparency of the Form 1 IRCA Pre-Enrollment Appraisal Basic English Competency Test). The Form 2 IRCA Pre-Enrollment Appraisal Test Booklet and Form 2 IRCA Pre-Enrollment Appraisal Answer Sheet were not included in the original document ("will be sent when available"). (SLD)

ED 337 498 TM 017 349

Facione, Peter A.

Using the California Critical Thinking Skills Test in Research, Evaluation, and Assessment.

Pub Date—91

Note—22p.

Available from—California Academic Press, 217 La Cruz Avenue, Millbrae, CA 94030 (\$7.50).

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Cognitive Tests, College Students, *Critical Thinking, *Educational Assessment, Educational Research, Higher Education, Personnel Selection, Predictive Measurement, Pretests Posttests, Psychological Testing, *Research Needs, Standardized Tests, Student Evaluation, *Test Use, Test Validity, *Thinking Skills

Identifiers—*California Critical Thinking Skills Test (College)

The California Critical Thinking Skills Test: College Level (CCTST) is a standardized test that targets core college-level critical thinking skills. It has been characterized as the best commercially available critical thinking skills assessment instrument. Building from CCTST validation studies in 1989 and 1990, this paper proposes avenues for further study and suggests ways that the CCTST might be used. After briefly summarizing the conceptual basis of the CCTST, the paper examines questions from the validation studies, which suggest needed inquiry into the differential impact of typical college-level critical thinking (CT) instruction. Preliminary findings indicate differences among students by academic major and by degree of CT self-esteem. Other findings suggest the need for research into factors that predict student CT ability and characteristics of effective instructors. The use of the CCTST in pretest-posttest studies is considered, given that there is only one form of the CCTST. Strategies for development of local CCTST posttest norms and placement scores are recommended. Possible uses of the CCTST in personnel screening and psychological research are outlined. Five tables present data from previous related studies. (SLD)

ED 337 499 TM 017 352

McNeil, Keith

Statistical Tests of Significance for the One Group Posttest Only Design.

Pub Date—Apr 91

Note—12p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Compensatory Education, Elementary Secondary Education, Evaluation Methods, *Pretests Posttests, *Program Evaluation, *Research Design, *Statistical Significance

Identifiers—Education Consolidation Improvement Act Chapter 1, *Single Subject Designs, T Test

A research design is described for the situation in

which a program, particularly a compensatory education program funded by Chapter 1 of the Hawkins Stafford Act of 1988, can be evaluated when there is no available comparison group and no pretest data. The design requires content specialists to identify which objectives on the posttest were included in the compensatory curriculum (C objectives) and which were included only in the regular curriculum (R objectives). Compensatory students should perform better on the C objectives to which they were exposed in both regular and compensatory curricula than on the R objectives. The analysis would be a simple t-test of the differences between two groups, the C items and the R items. The design is valuable because: (1) students serve as their own control group; (2) it is not necessary to identify a test that can measure pretest and posttest knowledge; and (3) it allows for identification of successful components of the Chapter 1 program. Two exhibits illustrate sample designs. Five figures and two tables present the analysis method and results from a 20-item test for 47 students in grades 1, 2, and 3 in 1987-88 and 34 students in 1988-89. An eight-item list of references is included. (SLD)

ED 337 500 TM 017 353

Woehlke, Paula L.

An Examination of the Factor Structure of Wise's

"Attitude Toward Statistics" Scale.

Pub Date—Apr 91

Note—16p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Attitude Measures, Correlation, Doctoral Programs, Factor Analysis, Factor Structure, Graduate Students, Higher Education, Masters Programs, Mathematics Achievement, Predictive Measurement, Predictive Validity, Rating Scales, Research Design, Sex Differences, Statistics, Student Attitudes

Identifiers—Attitudes Toward Statistics (Wise)

Evaluation of the Attitudes Toward Statistics Scale (ATS) of S. L. Wise (1985) was extended by examining scale responses in relation to: (1) the scale's factor structure; and (2) the correlation of ATS subscale scores with students' grades in statistics courses at several levels of graduate study, students' sex, and scores on measures of basic mathematics and comprehension of statistical terminology. In the spring of 1990, data were obtained from 193 students in masters' and doctoral basic and advanced statistics courses, including one on experimental design. High degrees of factorial and predictive validity were found for the ATS. Factors that emerged were identical to those derived by Wise. Subscale scores correlated with students' grades overall at the different levels. ATS COURSE subscale scores were the single best predictor of student grades in the experimental design course. The ATS appears promising as an adjunct to mathematics-related variables in predicting performance in graduate-level statistics courses. Five tables present study data. A six-item list of references is included. (SLD)

ED 337 501 TM 017 372

National Assessment of Educational Progress.

National Center for Education Statistics (ED), Washington, DC.

Report No.—NCES-91-1258

Pub Date—Jun 91

Note—15p.

Pub Type—Reports—Descriptive (141)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, Educational Assessment, Educational Improvement, Grade 4, Grade 8, Grade 12, Intermediate Grades, Knowledge Level, Longitudinal Studies, National Programs, National Surveys, Program Descriptions, Secondary Education

Identifiers—Fact Sheets, National Assessment of Educational Progress

This brochure describes the National Assessment of Educational Progress (NAEP), a program that aims to improve the effectiveness of the nation's schools by making objective information about student performance in selected learning areas available to policymakers at the national, regional, state, and local levels. Commonly known as the "Nation's Report Card," the NAEP is the only ongoing, comparable, and representative assessment of what United States students know and can do. The National Education Goals Panel, established as part of

the "America 2000" strategy, is working on ways to use the NAEP data to describe progress toward student achievement. The NAEP is congressionally mandated to report on student achievement in grades 4, 8, and 12. Every 2 years, representative samples of more than 120,000 students provide information. A new dimension has been added to the NAEP through the Trial State Assessment, a voluntary state level assessment of eighth-grade mathematics. This allows states to compare their own achievements over time or to compare the mathematics proficiency of their students with those of other states or the nation as a whole. The NAEP does not promote a national curriculum, but it does represent what subject-matter experts agree students might be expected to know and be able to do. (SLD)

ED 337 502 TM 017 377

Clements, Barbara S.

Reporting High-School Graduation and Other

High School Completer Statistics: Recommendations

Developed by the Education Data Improvement Project Task Force on High School Completion Rates.

Council of Chief State School Officers, Washington, D.C.

Spons Agency—National Center for Education Statistics (ED), Washington, DC.

Pub Date—Mar 90

Contract—NCES-RS880140

Note—36p.

Pub Type—Reports—Evaluative (142)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—Academic Achievement, Cohort Analysis, Data Collection, Definitions, High School Equivalency Programs, High School Graduates, High Schools, Longitudinal Studies, Nontraditional Students, Research Methodology, Research Problems, Sample Size, School Statistics

Identifiers—Common Core of Data Program, Educational Indicators, Educational Information

One of the most frequently used indicators of the success of American schools is the graduation rate.

There is a need, however, to track categories of school completers other than traditional diploma recipients; school reforms and stricter graduation requirements may influence how people attain a secondary education. This report contains recommendations for improving the quality of data on school completion. These recommendations result from the work of the Task Force on High School Completion Rates (TFHSCR), and they take into account problems associated with current data collection and reporting procedures. Recommendations to enable a more accurate indication of what happens to a ninth-grade cohort 4 years later include the following: (1) reporting four categories of annual completion rates: traditional and non-traditional diploma recipients, other certificate/credential recipients, and those who pass the Tests of General Educational Development; (2) selection of various grade levels to determine the most appropriate cohort; (3) collection of data on non-traditional high school programs; and (4) collection of long-term completion rates through age 24 years. Appendices list member agencies and personnel of the TFHSCR, definitions of Common Core of Data completer categories, and graduate and completer data in the Common Core of Data in 1988-89 in table form. (SLD)

ED 337 503 TM 017 378

Moydell, Jackson L. And Others

Lamar High School: Instructional Tracks and

Student Achievement (1990/91).

Houston Independent School District, Tex.

Pub Date—91

Note—39p.

Pub Type—Reports—Research (143)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—Ability Grouping, Academic Achievement, Achievement Tests, College Bound Students, Grade 9, Grade 11, Graphs, Grouping (Instructional Purposes), High Schools, High School Students, Mathematics Tests, Reading Tests, Remedial Programs, School Districts, Testing Programs, Test Results, Track System (Education), Writing Tests

Identifiers—Houston Independent School District TX, International Baccalaureate Diploma Program, Metropolitan Achievement Tests, Texas Assessment of Academic Skills

In the spring of 1991, officials from Lamar High School in Houston (Texas) requested a study of

their tracking system and its relation to student achievement. This paper reports the results of the evaluation. Many of the courses at Lamar High School are associated with four instructional levels: (1) remedial; (2) regular; (3) college bound; and (4) international baccalaureate. The study evaluated the performance by students in the four tracks on the Texas Assessment of Academic Skills (TAAS), the state's criterion-referenced basic skills test; and the Metropolitan Achievement Test (MAT), a norm-referenced test. For grade 9, there were 661 students in all four mathematics tracks, 634 students in the four English instructional tracks for reading, and 633 students in the four English tracks for writing. For grade 11, there were 433 students in all four mathematics tracks, 476 students in the four English instructional tracks for reading, and 479 students in the four English tracks for writing. Achievement data from both tests support the assertion that students in the separate levels work at different levels of achievement. Test results also provided evidence that students in each of the instructional tracks are achieving appropriate academic growth. Twenty-eight graphs and four tables present achievement data. An appendix with an additional 18 figures gives comparisons for magnet, zoned, and non-zoned students. (SLD)

ED 337 504 TM 017 379

Ronacher, Karl And Others

The HISD Class of 1991: American College Testing Program (ACT).

Houston Independent School District, Tex.

Pub Date—91

Note—13p.

Pub Type—Reports—Research (143)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Achievement Tests, Black Students, Cohort Analysis, College Bound Students, College Entrance Examinations, High School Graduates, High Schools, High School Seniors, Mexican Americans, School Districts, Scores, Test Results, White Students

Identifiers—American College Testing Program,

Houston Independent School District TX

This report analyzes the performance of students in the graduating class of 1991 of the Houston (Texas) Independent School District (HISD) who took the American College Testing Program (ACT) test. Eleven percent of the class of 1991, 796 students, graduated with ACT scores. Houston White, Black, and Mexican American students obtained higher average ACT scores than did such students nationally. Black students were a larger portion of the test group in Houston, at 35%, than for the nation as a whole (9%). A similar difference was found for Mexican Americans at 15% in Houston, compared with 3% nationally. Students who took more than the recommended number of college preparatory classes consistently outperformed those who took fewer than the recommended core classes. A large number of Houston students expressed satisfaction with their honors programs and accelerated courses, their instruction, and the number of classes they were offered. Two graphs and eight tables present test results. (SLD)

ED 337 505 TM 017 380

Bridges, James T. And Others

The HISD Graduating Class of 1991: College Preparation and the SAT.

Houston Independent School District, Tex.

Pub Date—91

Note—57p.

Pub Type—Reports—Research (143)

EDRS Price—MF01/PC03 Plus Postage.

Descriptors—Academic Achievement, Achievement Tests, College Bound Students, College Preparation, Comparative Testing, High School Graduates, High Schools, High School Seniors, Minority Groups, School Districts, Scores, Standardized Tests, Test Results

Identifiers—College Board Achievement Tests,

Houston Independent School District TX,

Scholastic Aptitude Test

This report analyzes the performance of the portion of the graduating class of 1991 from the Houston (Texas) Independent School District (HISD) who took the Scholastic Aptitude Test (SAT) and related tests associated with the College Board's testing program. In 1991, 3,907 (52%) HISD students took the SAT; 556 (14.2%) of the HISD students who took the SAT also took one of the College Board Achievement Tests. Comparisons with data from 1987 reveal an increase in the proportion of minority students in Houston taking the

SAT, with a decline in the number of native speakers of English, and an increase in the ethnic and socioeconomic diversity of the test takers. Despite a genuine gain in the scores of Black students, the gap between performance of Blacks, Mexican Americans and other Hispanics, and Whites indicates that the HSID is preparing more and more minority students for college, but has not been able to come to terms with the need. Those students who have taken a large number of academic courses are on a par with the top students nationwide. At the lower end of academic preparation, HSID's students score lower than comparable students nationwide. The analysis of the SAT results indicates that Houston, along with the nation as a whole, has not been able to adequately prepare significant groups of students for college work. Twenty-three graphs and 32 tables present achievement test results. A 15-item list of references is included. (SLD)

ED 337 506 TM 017 406

Your Career Starts Here: A Student's Guide to the ASVAB. [Revised.]
Military Entrance Processing Command (DOD),
North Chicago, IL.
Pub Date—89

Note—30p.

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Ability Identification, *Aptitude Tests, Armed Forces, *Career Choice, Career Planning, High Schools, *High School Students, Military Personnel, *Occupational Tests, Predictive Measurement, Test Coaching, *Test Use, Vocational Education

Identifiers—*Armed Services Vocational Aptitude Battery

This guide explains the Armed Services Vocational Aptitude Battery (ASVAB) and how it can help students prepare for a career. The ASVAB, sponsored by the Department of Defense, is a vocational aptitude battery consisting of 10 short tests that cover academic and occupational areas. The results of the 10 tests are combined to make composite scores. The academic composites are: (1) verbal; (2) mathematics; and (3) academic ability. The occupational composites are: (1) mechanical and crafts; (2) business and clerical; (3) electronics and electrical; and (4) health, social, and technology. The test is given by an administrator from the Federal Government and is free of charge. Data about testing, test preparation, and test use are presented in question and answer forms. The ASVAB may be used by the Armed Services in recruiting personnel and by schools in counseling students. The "Military Career Guide" is introduced as a tool students can use when choosing a career. Sample items are provided for the ASVAB subtests in the following areas: general science, arithmetic reasoning, word knowledge, paragraph comprehension, numerical operations, coding speed, auto and shop information, mathematics knowledge, mechanical comprehension, and electronics information. (SLD)

UD

ED 337 507 UD 027 633

McDonnell, Lorraine M. And Others
Discovering What Schools Really Teach: Designing Improved Coursework Indicators. Joint Report JR-02.

California Univ., Los Angeles. Center for the Study of Evaluation; Center for Research on Evaluation, Standards, and Student Testing, Los Angeles, CA; Rand Corp., Santa Monica, Calif.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—ISBN-0-8330-1068-9

Pub Date—Jun 90

Note—73p; Guide is a companion document to "The Design of Improved Coursework Indicators: First Steps."

Available from—The Rand Corporation, 1700 Main Street, P.O. Box 2138, Santa Monica, CA 90406-2138.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Course Evaluation, Course Selection (Students), *Curriculum Evaluation, Data Collection, *Educational Assessment, Educational Policy, *Evaluation Methods, High Schools, High School Students, *Instructional Effectiveness, Research Design, *Teacher Evaluation

Identifiers—*Educational Indicators

This policy guide argues the need for improved indicators of student coursework, illustrates the information that different types of measures convey, outlines the key choices that need to be made about data collection, and suggests ways in which states might develop more valid and useful indicators of student coursework. In its broadest form, coursework includes the following: (1) the courses that schools offer; (2) patterns of coursetaking by different types of students; (3) the content of these courses; (4) their objectives; (5) instructional strategies; and (6) teachers' qualifications and experience. Examples provided are drawn from the School Reform Assessment (SRA) project, a 2-year exploratory study undertaken in California and Georgia to design a variety of high school coursework indicators. The SRA focuses on expanding and refining the technical quality of existing coursework indicators and accommodating the information needs of policymakers by providing indicators that measure the effects of major curriculum policies. Valid coursework indicators must meet the following four criteria: (1) they must be linked to a larger model of the schooling process; (2) they must differentiate among tracks or levels of the curriculum; (3) they must distinguish between the curriculum as it is intended by designers/policymakers and as it is actually implemented in schools/classrooms; and (4) they must measure the depth and breadth of the curriculum. Statistical data are presented in three tables and nine graphs. An appendix describes the SRA sample. A 28-item list of references is included. (SLD)

ED 337 508 UD 027 715

The Fourth R: Responsibility. A Handbook for School Staff: To Promote School-Home Relations and Educational Equity.

Northwest Regional Educational Lab., Portland, OR. Center for National Origin, Race and Sex Equity.

Spons Agency—Department of Education, Washington, DC.

Pub Date—88

Contract—G008745261

Note—42p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Achievement, Bias, Educationally Disadvantaged, Educational Opportunities, Elementary Secondary Education, *Equal Education, Excellence in Education, Family School Relationship, Minority Groups, *Parent Responsibility, School Effectiveness, *School Personnel, School Responsibility, *Student Responsibility, *Teacher Responsibility

This handbook focuses on parent, student, and staff responsibilities as they relate to the achievement of an excellent and equitable education for all students. Equity should be a major concern of all schools as an approach to teaching that extends through the grades. Responsibilities are listed for school staff members (administrators and teachers); parents; students; and school staff members, parents, and students collectively. Effective school programs contain the following key equity components: (1) equity should permeate the entire 13 years of a student's school experience and the entire curriculum; (2) equity should be a part of all courses offered in schools; (3) instructional styles of teachers and practices of administrators should reflect a concern for equity; (4) staff training in equity is necessary; (5) educational materials must reflect a concern for equity; and (6) frequent review and evaluation should be conducted to ensure that education is preparing students to become responsible and unbiased citizens. A 40-item list of references, a glossary, and a summary of nine Federal non-discrimination laws and court cases are appended. (SLD)

ED 337 509 UD 028 044

Goodlad, John I. Ed. Keating, Pamela. Ed.
Access to Knowledge: An Agenda for Our Nation's Schools.

College Entrance Examination Board, New York, N.Y.

Report No.—ISBN-0-87447-330-6

Pub Date—90

Note—306p.

Available from—College Board Publications, Box 886, New York, NY 10101 (\$16.95 softcover; \$26.95 hardcover, ISBN-087447-341-1).

Pub Type—Books (010) — Collected Works - General (020)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Ability Grouping, Academic Achievement, *Access to Education, *Agenda Setting, Demography, Educational Change, Educationally Disadvantaged, *Educational Quality, Elementary Secondary Education, *Equal Education, Excellence in Education, Government Role, High Risk Students, Intelligence Tests, *National Programs, Poverty, Racial Discrimination, Sex Discrimination, Track System (Education)

This collection of 15 papers reconceptualizes the problem of failure in schools and describe the interlocking structural arrangements, curricular and instructional practices, and other school conditions that constitute barriers blocking all students' access to knowledge. A new agenda is offered for the national reform movement, an agenda that states that quality and equality are inseparable. The following papers are included: (1) "Common Schools for the Common Weal: Reconciling Self-Interest with the Common Good" (J. I. Goodlad); (2) "Home, School, and Academic Learning" (J. P. Comer); (3) "Demographics of Disadvantage: Intensity of Childhood Poverty and Its Relationship to Educational Achievement" (M. E. Orland); (4) "Overcoming Racial Barriers to Equal Access" (J. U. Ogbu); (5) "Striving for Sex Equity in Schools" (P. Keating); (6) "Being At-Risk in School" (V. Richardson and P. Collier); (7) "Last Things First: Realizing Equality by Improving Conditions for Marginal Students" (R. L. Sinclair and W. J. Ghory); (8) "Misunderstanding and Testing Intelligence" (A. G. Hilliard, III); (9) "Equal Access to Quality in Public Schooling: Issues in the Assessment of Equity and Excellence" (K. A. Sirotnik); (10) "Tracking and Ability Grouping: A Structural Barrier to Access and Achievement" (J. Oakes and M. Lipton); (11) "School Renewal: Taking Responsibility for Providing an Education of Value" (S. S. Hoo); (12) "Enhancing Access to Knowledge through School and District Organization" (C. Wilson and L. Wright); (13) "Teacher Quality and Equality" (L. Darling-Hammond and J. Green); (14) "Educators for a Truly Democratic System of Schooling" (C. M. Hodge); and (15) "Political Limits to an Education of Value: The Role of the State" (J. A. Cardenas). A concluding note on the EEQP colloquium based on these 15 papers and an index are included. (SLD)

ED 337 510 UD 028 165

Anliot, Richard B.
Droptouts, Transfers and Failures from the Class of 1990: All Pennsylvania Public School Districts. Pennsylvania Human Relations Commission, Harrisburg. Div. of Education and Community Services.

Pub Date—23 Mar 90

Note—5p; Data are derived from the Pennsylvania Department of Education's "Listing of Pennsylvania School Enrollments by County, Administrative Unit, School, Grade and Race" for 1986-87, 1987-88, 1988-89, and 1989-90.

Pub Type—Numerical/Quantitative Data (110)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Failure, Academic Persistence, Asian Americans, Black Students, Comparative Analysis, *Droptouts, Enrollment, Grade Repetition, High Schools, High School Students, Hispanic Americans, *Public Schools, *Racial Differences, School Statistics, *Student Attrition, Transfer Students, Urban Schools, White Students, Withdrawal (Education)

Identifiers—*Pennsylvania

This document summarizes droptouts, transfers, and failures from the class of 1990 in Pennsylvania public schools. The total enrollment for Pennsylvania public schools in 1986-87 was 139,761, in 1987-88 was 133,449, in 1988-89 was 123,717, and in 1989-90 was 115,400. Over 40% of Black and Hispanic students who were in regular ninth-grade classes in Pennsylvania public schools in 1986-87 were not seniors when their classmates reached the 12th grade in 1989-90. The comparable attrition for White ninth-graders was 13%. Twelve percent of Black and 11% of Hispanic ninth-grade students withdrew before grade 10, compared to 3% of the White tenth-graders. The attrition rate for all ninth-graders was 21%. Of students who reached the 10th grade, 20% of the Blacks, 19% of the Hispanics, and 5% of the Whites did not move on with their classmates to the 11th grade. Of students who reached the 11th grade, 21% of the Blacks, 17% of the Hispanics, and 5% of the Whites did not become seniors with their classmates. There is substantial

evidence that Black, Hispanic, and Asian/Pacific Islander students who did not continue to the next grade were far more likely than White students to drop out. These minority families were less likely to have the economic resources required to transfer their children to private or parochial high schools. There was no net exodus of these minority families from Pennsylvania. Grade repetition was found to be relatively infrequent occurrence in high school in Pennsylvania. Statistical data are presented in one table. (SLD)

ED 337 511 UD 028 176

Erbe, Brigitte

Parent Participation in the Chicago Public Schools.

Spons Agency—Illinois State Board of Education, Springfield, Dept. of Planning, Research and Evaluation.

Pub Date—5 Apr 91

Note—21p; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).

Pub Type—Reports - Research (143)—Speeches/-Meeting Papers (150)—Tests/Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Achievement, *Disadvantaged, Elementary Education, Limited English Speaking, Low Income Groups, Minority Groups, Parent Associations, *Parent Participation, *Parent School Relationship, *Principals, Public Schools, Questionnaires, Urban Schools

Identifiers—*Chicago Public Schools IL

The relationship between parent participation and academic achievement in elementary schools is examined using statistics from the Chicago (Illinois) public schools and a survey of principals and presidents of local school councils. The questionnaire assesses the extent of parent participation in the schools. Data from initial or telephone responses from principals or school council presidents from 289 schools are evaluated in terms of the following parameters: (1) communication with parents; (2) effective parenting programs; (3) parent support of the school; (4) service to parents; and (5) total parent participation. Academic achievement is measured using scores on the Illinois Goal Achievement Program (IGAP) tests. The results show that the level of involvement between parent and school is significantly related to achievement in both mathematics and reading. The home-school partnership is a significant factor in student achievement, particularly in schools often described as disadvantaged. Six tables of statistical data, a 14-item list of references, and the survey questionnaire are included. (SLD)

ED 337 512 UD 028 193

Romanik, Dale G. Blazer, Christie A.

Reasons for Dropping Out of School and Assessment of Risk Factors: A Comparison of Dropouts, "At-Risk," and "Regular" Students.

Dade County Public Schools, Miami, FL. Office of Educational Accountability.

Pub Date—Jun 90

Note—69p.

Pub Type—Reports - Research (143)—Tests/Questionnaires (160)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Academic Achievement, Academic Failure, Comparative Analysis, Dropout Attitudes, *Dropout Characteristics, Dropouts, *High Risk Students, Identification, *Potential Dropouts, Secondary Education, Self Esteem, *Student Attitudes, Student Attrition, Surveys, *Urban Schools

Identifiers—*Dade County Public Schools FL, *Risk Assessment

A sample of dropouts is surveyed to determine their reasons for dropping out of school and to assess the factors currently used by the Dade County (Florida) school system to identify at-risk students. Data from telephone surveys of a randomly-selected sample of 2,779 persons who dropped out of grades 7 through 12 during 1986-87, 1987-88, and 1988-89; and data from school surveys concerning 447 at-risk students and 421 regular students are analyzed. The results show that at-risk students, not dropouts, have the lowest academic achievement test scores and the lowest self-esteem of the three groups, possibly because the dropout's self-esteem increases in environments away from school that provide more positive life experiences. The most frequently cited reason for dropping out is lack of interest in school. Many students who dropped out

display academic and social signs of being at-risk, but many do not meet the stereotype in that they are not academic failures and are not from low socioeconomic status families. The Student Assistance Profile, used for determining at-risk students in the school system, appears to be supported. However, it has flagged only 51.7% of the dropouts in the survey sample. It is noted that there will always be a substantial group of potential dropouts who are difficult to identify because they do not meet the traditional dropout profile. Statistical data are presented in 18 tables and four graphs. Three appendices provide the two survey instruments and two tables of statistical data. (SLD)

ED 337 513 UD 028 248

IN-D'MAND: Internships for Disabled, Minority, and Disadvantaged Students. Vocational Education Resource Package.

Evaluation and Training Inst., Los Angeles, Calif.

Spons Agency—California Community Colleges, Sacramento. Office of the Chancellor; Department of Education, Washington, DC.

Pub Date—91

Note—93p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Career Education, Case Studies, College Students, Community Colleges, Compensatory Education, Cooperative Education, *Disabilities, *Educationally Disadvantaged, Evaluation Methods, *Internship Programs, *Minority Groups, Student Experience, Two Year Colleges, *Vocational Education

Identifiers—*De Anza College CA

This Vocational Education Resource Package (VERP) provides information needed to adopt and implement IN-D'MAND, an exemplary internship program for disabled, minority, and disadvantaged community college students developed at De Anza College (Cupertino, California). In partnership with local enterprises, IN-D'MAND arranges career internships for disabled, minority, and disadvantaged students. Internships, which last at least 6 months (usually 1 year), are a form of cooperative education, but are directly related to the student's major. The college pledges to diagnose academic strengths and weaknesses as they relate to job descriptions, and to provide academic solutions. Employers pledge to provide a career experience that includes mentoring and work evaluation. Case histories of four successful students complement the discussion. The IN-D'MAND Program Handbook by J. Pollock-Gilette is provided, which contains sample forms, evaluation materials, and program implementation guidelines. (SLD)

ED 337 514 UD 028 268

Timpane, P. Michael McNeill, Laurie Miller

Business Impact on Education and Child Development Reform: A Study Prepared for the Committee for Economic Development.

Committee for Economic Development, New York, N.Y.

Spons Agency—Aetna Life and Casualty Foundation, Inc., Hartford, CT; Carnegie Corp. of New York, N.Y.; Edna McConnell Clark Foundation, New York, N.Y.; Kraft General Foods Foundation, Glenview, IL; Mott (C.S.) Foundation, Flint, Mich.

Report No.—ISBN-0-87186-251-4

Pub Date—91

Note—66p.

Available from—Committee for Economic Development, 477 Madison Avenue, New York, NY 10022 (\$11.00).

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Child Development, Cooperative Programs, Corporate Support, *Early Childhood Education, *Educational Change, Educational History, Educational Trends, *Outcomes of Education, Program Effectiveness, *Public Education, *School Business Relationship, Urban Education

Identifiers—*Reform Efforts

This research report provides a critical look at the involvement of corporate America in the resurgence of public education and its impact on the reform movement particularly on early childhood issues. The history of the business-education relationship in this century is the topic of Chapter 1. Chapter 2 describes patterns of involvement from helping hand relationships to programmatic initiatives to compacts and collaborative efforts and finally to policy change, with the helping hand model being

the most popular and widespread. Chapter 3 assesses results at the end of the recent decade of renewed corporate interest in education and child development and finds that although there is much and varied activity, business participation has not yet been fully adequate to the task because there has been no widespread impact on educational outcomes. Chapter 4 addresses the needs of the coming decade and describes the six following goals: (1) stay the course, (2) promote national dialogue and federal involvement, (3) pursue related human service perspectives, (4) build the infrastructure of business-education partnerships, (5) support pertinent research and analysis, and (6) review and assess the commitment and performance of businesses. A 255-item bibliography is included. (JB)

ED 337 515 UD 028 269

Kopacs, Rosemarie

Child Care for Parenting Teens: Impact of Program Structure and Student Outcomes on Program Effectiveness.

Newark Board of Education, N.J.

Pub Date—May 90

Note—53p.

Pub Type—Reports - Evaluative (142)—Tests/Questionnaires (160)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Administrator Attitudes, Adolescents, Child Rearing, *Daycare, *Early Parenthood, Family Planning, High Schools, *High School Students, Infants, Minority Groups, *Mothers, Parenthood Education, *Parenting Skills, *Program Effectiveness, Program Evaluation, Questionnaires, Services, Toddlers, Urban Schools, Urban Youth, Youth Programs

Identifiers—*Newark Board of Education NJ

This study evaluates the Barringer School-Based Child Care Center Project, a program within a traditional Newark (New Jersey) high school designed to provide a comprehensive system of support and services for adolescent parents. The evaluation design uses both qualitative and quantitative methods to describe program structure and implementation, and to evaluate program effectiveness. The study sample includes 15 teenage (15- to 19-year-old students in grades 10 through 12) mothers and their children (ages 6 months to over 30 months) who participated in the program during the 1989-90 school year. Findings indicate that the staff thought that the program's strengths are its multifaceted approach, with a support network and multiple levels of intervention. The staff saw future challenges to include improved classroom performance and prevention of second pregnancies. The following findings are presented: (1) teen parents are not performing well in areas that require them to function within a traditionally structured school day and school curriculum; (2) appropriate parental expectations do not seem to improve with involvement in the program; (3) several of the children are at risk for developmental delays; and (4) attitudes about sex are not easily influenced by formal teaching of sex education information. Statistical data are presented in eight tables. A list of 19 references and a copy of the student questionnaire is appended. (JB)

ED 337 516 UD 028 270

Karraker, Meg Wilkes

Growing Up in a Single-Parent Family: Some Not-So-Negative Effects on Adolescent Females' Plans for the Future.

Pub Date—Apr 91

Note—12p; Paper presented at "The Troubled Adolescent: The Nation's Concern and Its Response" (Milwaukee, WI, April 9-11, 1991).

Pub Type—Reports - Research (143)—Speeches/-Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Aspiration, Black Students, Comparative Analysis, *Fatherless Family, *Females, High Schools, *High School Seniors, Long Range Planning, Marriage, National Surveys, *Parent Influence, Postsecondary Education, *Racial Differences, Sociocultural Patterns, Urban Problems, White Students

Identifiers—High School and Beyond (NCES)

This paper explores the impact of single-parent families on adolescent females and their aspirations for the future. The study, taking data from the national longitudinal High School and Beyond (HSB) study, uses a stratified weighted national sample of 4,573 black and white high school senior females in the class of 1980. The sample includes girls who were living with their mothers or other female

guardians at the time they participated in the HSB study. Analysis using multiple regression reveals that, when other variables such as race, family income, mother's education, mother's employment status, and mother's occupation are controlled, girls living with their mothers are more likely to plan for higher education and delay or forgo marriage than are girls who lived with both a mother and a father-figure. The study also indicates that when other factors are controlled, black females plan to marry at later ages than do white females. Also, those from high income families and those with more educated mothers plan to marry at later ages than do other girls. The possible reasons for these patterns may be freedom from traditional gender roles or a high value on self-reliance. This research indicates that successful prediction of females' plans for education and marriage are not consistent with a "culture of poverty" thesis. Statistical data are presented in two tables. A list of 21 references is appended. (JB)

ED 337 517 UD 028 271

Karraker, Meg Wilkes

Predicting Adolescent Females' Plans for Higher Education: Race and Socioeconomic Differences.

Spons Agency—Minnesota Univ., Minneapolis.

Dept. of Sociology.

Pub Date—21 Mar 91

Note—45p.; Paper presented at the Annual Meeting of the National Association for Equal Opportunity in Higher Education (16th, Washington, DC, March 21, 1991).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—*Academic Aspiration, Black Students, Comparative Analysis, *Family Income, Fatherless Family, *Females, High Schools, High School Seniors, Long Range Planning, Mothers, National Surveys, Parent Influence, Parent Role, Postsecondary Education, Predictor Variables, *Racial Differences, *Sex Role, *Socioeconomic Influences, Urban Problems, White Students

Identifiers—High School and Beyond (NCES)

By examining educational aspiration, this study uses data on high school senior females to explore the contention that race remains embedded in late 20th-century American culture as a primary qualifier of gender role. The study focuses on a sample of 4,573 black and white female high school seniors in the class of 1980 using data from the national stratified High School and Beyond study. The sample includes girls who were living with their mothers or other female guardians at the time they participated in the HSB study. The results indicate that the majority of all females (83.8%) plan to pursue some form of postsecondary education, and that almost half (45.6%) plan to complete at least a Bachelor's degree. Two-way analysis of variance confirm that race and family income have significant effects on female's education plans. The higher the family income, the higher the percentage of females, both black and white, who plan to pursue their education at least into college. Among females from families with incomes of at least 25,000 dollars, black females are less likely than white females to plan to complete a Bachelor's degree (26.1% of black females versus 34.7% of white females). However, among females from families with incomes of less than 12,000 dollars, black females are more likely to plan postgraduate education (22.2% of black females versus 10.4% of white females). Statistical data are presented in eight tables. A list of 43 references are included. (JB)

ED 337 518 UD 028 272

Santiago, Anne M.

Life in the Industrial Heartland: A Profile of Latinos in the Midwest.

Michigan State Univ., East Lansing. Julian Samora

Research Inst.

Pub Date—May 90

Note—10p.

Available from—Julian Samora Research Institute, Michigan State University, 513 Erickson Hall, East Lansing, MI 48824 (Pub. No. RR-02, \$5.00).

Pub Type—Information Analyses (070)—Numerical/Quantitative Data (110)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—*Cultural Traits, Demography, Economically Disadvantaged, Economic Change, Educational Attainment, Family (Sociological Unit), *Hispanic Americans, *Metropolitan Areas, Place of Residence, *Population Trends, Profiles, Public Policy, *Regional Characteristics, Social Change, Sociocultural Patterns, Socioeconomic

Status, United States History
Identifiers—*Latinos, *United States (Great Lakes Region)

The changing profile of the Latino population in the American Midwest, based primarily on recent Bureau of Labor Statistics and Census data, is summarized for policy makers and other interested parties. This report is intended as a reference and focal point for classroom discussion of regional social and public policy issues. A section on data source details the many sources of regional statistics beyond the major federal sources and also examines some of the problems involved with statistics on Latinos. The profile contains two regional maps, one indicating major metropolitan areas in the Great Lakes states and the other indicating the percentage of Hispanics by county in the Great Lakes states. Also included is a list of over 60 demographic highlights focusing on the following issues: (1) the changing demographic structure and growth of the Latino population; (2) changing nature of Latino families; (3) impact of economic restructuring on Latino participation in the labor force and growing economic inequality; (4) educational status of Latinos in light of post-industrial economic development; and (5) relationship between residential status and economic well-being. (JB)

ED 337 519 UD 028 275

Reyes, Luis O.

Testimony for Public Forum on Hispanic Education (Miami, Florida, May 18, 1990).

Aspira, Inc., New York, N.Y.

Pub Date—18 May 90

Note—12p.

Pub Type—Opinion Papers (120)—Reports—General (140)—Legal/Legislative/Regulatory Materials (090)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—*Academic Aspiration, Administrator Role, Community Role, Cultural Awareness, Curriculum Development, *Dropout Prevention, Education Work Relationship, Hearings, High Schools, *High School Students, Hispanic Americans, Parent Influence, Position Papers, School Community Relationship, *School Holding Power, Teacher Role, Urban Problems, *Urban Youth

Identifiers—Aspira Inc., *Latinos, Testimony

The crisis of dropping out among Latino high school students points directly to the important role that teachers, counselors, administrators, parents, and community groups can play in creating for each student a vision of the future that includes postsecondary education. The Five Cities High School Dropout Study, which documents the effect of key variables on school dropping out or staying in among Latino youth, deserves the consideration of the President's Task Force on Hispanic Education. Other findings argue for reforms and improvement in institutional conditions. The New York State Regents' initiatives and the findings of the Urban Principals Study support the need for greater attention to the cultural relevance of the content of the curriculum and the organization of instruction. ASPIRA of New York emphasizes youth leadership development through academic achievement and community service. ASPIRA has also offered a set of recommendations for action to J. A. Fernandez, Schools Chancellor in New York City. A recent study hypothesizes that Latino students are more likely to drop out, or complete less school, because they see less of a path to a career through education and so have less reason to stay in school. (JB)

ED 337 520 UD 028 276

Blindspots and Changing Attitudes. Curriculum Guide.

Los Angeles County Commission on Human Relations, Calif.

Pub Date—Aug 87

Note—27p.

Pub Type—Guides—Non-Classroom (055)—Reference Materials—Bibliographies (131)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—Annotated Bibliographies, *Attitude Change, Audiovisual Aids, Curriculum Guides, Elementary Secondary Education, Ethnic Stereotypes, *Intergroup Relations, *Minority Groups, *Racial Bias, Religious Differences, Resource Materials, *Sex Bias, Sex Stereotypes, *Stereotypes, Teacher Education, Workshops

This curriculum guide is intended as a resource for persons who work toward changing attitudes and overcoming prejudices and offers resources for addressing "blindspots," areas of stereotyping and

prejudice of which one may be unaware. The material, current as of April 1987, is drawn from educational, psychological, and encyclopedic sources, among others. Under a section titled "Building Blocks", several formats for workshop segments are suggested. Each format is designed to address a particular aspect of prejudice or stereotyping through structured activities and the use of various materials. The annotated bibliography comprises 51 items, including a list of curriculum units and resources on prejudice and intergroup tension. The audiovisual guide describes 66 films. A final section, Topical Index, provides selections from the bibliography and audiovisual list organized under the following specific areas of prejudice: (1) American Indians; (2) Asian-Pacific persons; (3) Blacks; (4) Latinos; (5) the disabled; (6) sexism in teacher education; and (7) religious differences. (JB)

ED 337 521 UD 028 277

Limited Life Opportunities for Black and Latino Youth. Report on a Public Hearing by the Los Angeles County Commission on Human Relations (Compton, California, April 26, 1990).

Los Angeles County Commission on Human Relations, Calif.

Pub Date—Dec 90

Note—27p.

Pub Type—Reports—Research (143)—Legal/Legislative/Regulatory Materials (090)—Opinion Papers (120)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—*Adolescents, *Black Youth, Community Health Services, Early Parenthood, *Economically Disadvantaged, Educational Resources, Hearings, *Hispanic Americans, Infant Mortality, Low Income Groups, *Poverty, Socioeconomic Influences, Urban Problems, Urban Youth, *Youth Opportunities

Identifiers—*California (Los Angeles County), Latinos, Testimony

The Los Angeles County Commission on Human Relations held a public hearing to examine the effects of poverty on the hundreds of thousands of low income Blacks and Latinos under the age of 18 residing in Los Angeles County (California). The Commission's findings, recommendations, and concerns are presented. The following findings are presented: (1) lack of adequate prenatal resources for black women and Latinas with resulting high mortality and morbidity rates of their infants; (2) inadequate community health services to serve the needs of poor Black and Latino children; (3) high rates of child abuse; (4) reductions in youth social service programs; (5) destructive media advertising; and (6) low expectations on the part of parents, peers, and educators. The following recommendations are made: (1) a study of Black and Latino infant mortality rates and a pilot program for its reduction; (2) a campaign to increase the level of utilization of preventive care services; (3) a mandatory high school parenting course; (4) increased school resources; (5) balanced college-vocational preparation; (6) an increase in parental involvement; and (7) an examination of successful model school programs. The commission names as concerns students' self-image, teen pregnancy, and parental involvement. A summary of the hearing testimony is provided, and a list of hearing presenters and a list of each presenter's recommendations are appended. (JB)

ED 337 522 UD 028 278

Chan, Carole

Violence and Intimidation: Rising Bigotry toward Arabs and Muslims. Report on a Public Hearing by the Los Angeles County Commission on Human Relations (Los Angeles, California, March 14, 1991).

Los Angeles County Commission on Human Relations, Calif.

Pub Date—Apr 91

Note—20p.

Pub Type—Opinion Papers (120)—Reports—Research (143)—Legal/Legislative/Regulatory Materials (090)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—*Arabs, Attitude Change, *Crime, Ethnic Bias, *Ethnic Discrimination, Ethnic Stereotypes, Hearings, Incidence, Mass Media Role, Public Opinion, *Social Problems, *Urban Problems, *Violence

Identifiers—California (Los Angeles County), Gulf War, Hate Crime, Middle East, *Muslims, Testimony

Responding to a rise in hate crimes directed toward persons of Arab descent and Muslims before

and during the Gulf War, the Los Angeles County (California) Commission on Human Relations held a hearing. The commission heard presentations by representatives of the Arab and Muslim communities, law enforcement, schools, and social science, and concerned citizens. The following findings are presented: (1) an increase in death threats; (2) threats on mosques; (3) increased media coverage of hate crimes; (4) a reluctance by Arabs and Muslims to report hate crimes; (5) negative stereotypes in the media; and (6) little coverage of the Middle East in school curricula. In recent years the commission has taken the following actions to reduce anti-Arab and anti-Muslim bigotry: (1) convened this hearing; (2) published a booklet; (3) involved Arabs and Muslims in other hearings; (4) held a meeting about the meaning of Islam; (5) included Arabs and Muslims on key committees; (6) provided opportunities for Arab and Muslim community representatives to address the commission; and (7) responded to hate crimes. Brief summaries of the testimony of 10 witnesses are included. (JB)

ED 337 523 UD 298 279

Higgins, Catherine. *And Others*

I Have a Dream in Washington, D.C. Initial Report.

Public/Private Ventures, Philadelphia, PA.
Spons Agency—John D. and Catherine T. MacArthur Foundation, Chicago, IL.

Pub Date—91

Note—46p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Persistence, Comparative Analysis, *Disadvantaged Youth, *Dropout Prevention, Dropout Programs, Economically Disadvantaged, Helping Relationship, Intermediate Grades, *Private Financial Support, Program Effectiveness, Program Evaluation, *Pupil Personnel Services, Secondary Education, *Student Financial Aid, Tuition Grants, Urban Schools, Urban Youth

Identifiers—*District of Columbia Public Schools, *Prince Georges County Public Schools MD

This report presents an independent evaluation of E. Lang's I Have a Dream (IHAD) model intervention for disadvantaged youth as it has been implemented in three schools in the Greater Washington (District of Columbia) area. Sixty IHAD participants are randomly selected as they enter sixth or seventh grade for higher education tuition guarantees provided by two or three sponsors each and intervention-support services during middle and secondary school years. Findings for this report are based on a 1-year study of three classes and on interviews, observations, and school records of IHAD and non-IHAD participants. The review found that the Washington IHAD program is a promising intervention. The study gives clear evidence that the IHAD intervention has targeted and reached highly disadvantaged youth early enough in the participants' lives that academic and social problems can be addressed. Interviews with participants suggest that IHAD may have positive effects on educational aspirations and performance. The size and generosity of the sponsors' financial commitment impresses the participants and gives them a special connection to the world of success. However, some services considered necessary are provided unevenly and ineffectively reflecting the informal structure of the program and the sponsors' autonomy. Statistical data are presented in one table. A list of seven references and a discussion of the research methodology are included. (JB)

ED 337 524 UD 298 280

Mincy, Ronald B. Wiener, Susan J.

A Mentor, Peer Group, Incentive Model for Helping Underclass Youth. Research Paper.

Urban Inst., Washington, D.C.

Spons Agency—Rockefeller Foundation, New York, N.Y.

Pub Date—12 Sep 90

Note—37p.

Available from—The Urban Institute, 2100 M Street, N.W., Washington, DC.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Academic Achievement, *Adolescents, Behavior Change, Early Parenthood, Incentives, Interpersonal Relationship, *Lower Class, *Males, *Mentors, Models, *Peer Groups, Peer Influence, Peer Teaching, Program Design, Social Psychology, Tutoring, Urban Problems, Youth Programs

This document describes the Mentors, Peer Groups, and Incentives (MPI) demonstration project, a model for helping early adolescent underclass males to improve academic performance and reduce the probability of premature fatherhood. A first section discusses the working definition of the underclass as a group where dysfunctional behaviors are common; reasons for underclass growth, including a growing division of men from jobs and families; how higher academic achievement among youth and less teenage pregnancy can reduce the size of the underclass; and reasons for targeting young males. The second section reviews a few concepts in the social psychology of behavioral change to provide a conceptual framework for mentor roles. The third section describes the model, provides examples of mentor activities, and shows how mentors use peer groups and incentives as tools. Full-time mentors would serve proteges as affiliates and intimate older friends, life skills teachers, administrators of behavioral change, and academic advocates. Peer groups are an ideal tool for youth who are bound together by a common experience of rejection by the larger community and whose cultural tradition values group over individual achievement. The model would use peer groups for peer tutoring and cooperative learning. (JB)

ED 337 525 UD 298 281

Matthews, Christine M.

Underrepresented Minorities and Women in Science, Mathematics, and Engineering: Problems and Issues for the 1990s. CRS Report for Congress.

Library of Congress, Washington, D.C. Congressional Research Service.

Report No.—91-26SPR

Pub Date—5 Sep 90

Note—84p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—American Indians, Blacks, Demography, *Educational Trends, Engineering Education, *Engineers, Federal Programs, *Females, Higher Education, Hispanic Americans, Intervention, Labor Force, *Mathematicians, Mathematics Education, *Minority Groups, Racial Bias, *Science Careers, Sex Bias, State Programs, Student Recruitment

This report examines the representation of women and minorities in the science, mathematics, and engineering fields and addresses the sources of current trends and issues for the future. The first section, "Demographics and the Science and Engineering Talent Pool", addresses the expected shortfall of more than 400,000 science and engineering personnel by the year 2000 and the general demographic changes eroding the science and engineering workforce. A section titled "The Topography of the Educational Pipeline for Minority Students" looks at school systems and curricula, teacher perceptions of students, student attitudes, and the performance of minority students in the precollege curriculum. The third section, "Enrollment in Science and Engineering Minority Groups: Trends by Gender and Ethnicity", discusses Blacks, Hispanics, Native Americans, and women. The following section, "Participation of Minorities in Higher Education", describes factors affecting participation, shortages of minority faculty and administrators, the historically Black institutions, the major research universities, and liberal and community colleges. A section titled "Programs and Strategies for Minority Student Enrichment" covers federal and state involvement and privately sponsored programs. A final section outlines policy issues. Statistical data are presented in 8 tables and 3 graphs and 205 references are provided. (JB)

ED 337 526 UD 298 282

Heffernan, David. Tarlov, Suzanne

Service Opportunities for Youths.

Children's Defense Fund, Washington, D.C.

Report No.—ISSN-0899-5591

Pub Date—May 89

Note—14p.

Available from—Publications, Children's Defense Fund, 122 C Street, N.W., Washington, DC 20001 (\$4.50 per issue, \$23.95 for six issues).

Pub Type—Reports - Descriptive (141)

Document Not Available from EDRS.

Descriptors—At Risk Persons, Community Programs, *Disadvantaged Youth, Early Parenthood, *Federal Programs, Helping Relationship, *National Organizations, Policy Formation, *Public Service, State Programs, Volunteers, Youth Em-

ployment, *Youth Opportunities, Youth Programs

Identifiers—*Youth Services Systems

The emerging youth service movement has reinforced and built on the foundation of service in traditional organizations and focuses on tapping youth talent and energy. Youth service is a concept that has roots in pre-20th century American society. Service programs today increasingly include training, education, prevention, and employment components. In addition, participating "at-risk" youth sense the value of the work and increase their self-esteem. The following service programs for disadvantaged youth are described: (1) the Juvenile Justice Alliance in Portland (Oregon); (2) SerVermont in Chester (Vermont); (3) Valued Youth Partnership Program in San Antonio (Texas); (4) Magic Me in Baltimore (Maryland); (5) Project OASES (Occupational and Academic Skills for the Employment of Students) in Pittsburgh (Pennsylvania); (6) Clean and Green Program in Los Angeles (California); and (7) Early Adolescent Helper Program in New York (New York). In addition, there have been several recent federal initiatives promoting youth services. National groups have emerged as leading advocates of youth service and helped to support programs operating outside established service networks. Policy considerations include defining the federal role, increasing options for low-income youth, maximizing the benefits, and avoiding abuses. A chart detailing the federal initiatives and a list of national organizations that support service programs are included. (JB)

ED 337 527 UD 298 283

Atlanta Public Schools Peer Leadership Connection

Report 1989-90. Report No. 11, Vol. 25.

Atlanta Public Schools, GA. Div. of Research, Evaluation, and Data Processing.

Pub Date—Dec 90

Note—24p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Failure, Attendance Patterns, Behavior Change, Comparative Analysis, *Grade 8, *High School Students, *Junior High School Students, *Mentors, Nontraditional Education, Peer Influence, *Peer Relationship, Peer Teaching, Program Effectiveness, Secondary Education, Student Leadership, Traditional Schools, Tutoring

Identifiers—*Atlanta Public Schools GA

The effectiveness of a peer leadership program connecting senior high school students with at-risk, new eighth-graders in seven Atlanta (Georgia) high schools is evaluated. The program trains the peer leaders in leadership and group dynamics and then places pairs of leaders with 10 or 12 advisees for weekly meetings. The study population includes 102 peer leaders and 498 student advisees for a total of 600 students. Study participants attended four regular high schools and three alternative high schools. In addition, for control groups, two regular and two alternative schools are included, for a total control group of 646 students. For regular high schools, the absence data and course failure data favor the peer leadership group of both advisees and peer leaders over the control group. On the other hand, the attendance data and course failure data for the alternative schools favor the control group over the program participants. Statistical data are presented in six tables. (JB)

ED 337 528 UD 298 285

Guthrie, Larry F. *And Others*

Providing Options for At-Risk Youth: The Health and Media Academies in Oakland. Final Report.

Far West Lab. for Educational Research and Development, San Francisco, Calif.

Spons Agency—National Center on Effective Secondary Schools, Madison, WI.; Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—90

Contract—406-28-25; G008690007

Note—34p.; For the interim report, see ED 322 278.

Available from—Students at Risk Program, Far West Laboratory for Educational Research and Development, 1855 Folsom Street, San Francisco, CA 94103.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Education, *Allied Health Occupations Education, *Cooperative Programs, Dropout Prevention, Ethnography, *High Risk

Students, High Schools, *High School Students, *Journalism Education, *Nontraditional Education, Program Evaluation, Urban Schools, Youth Opportunities, Youth Programs
 Identifiers—*California (Oakland), Oakland Unified School District CA

The Health Academy and the Media Academy, two innovative high school intervention programs for at-risk youth in Oakland (California), are examined. A collaborative effort of the school district, business, and community, the academies are school-within-a-school programs that engage about 120 at-risk students each in specific academic curricula for 10th, 11th, and 12th grade students offering smaller classes and increased personal attention. Ethnographic methods, such as participant observation and semi-structured interviews, are used to examine the impact of the program on students in terms of their improved attitudes toward school, academic performance, social bonding, and future orientation. Findings show that not only did the academies teach the students specific academic skills for college entrance, but they also helped to improve the students' attitudes and self-esteem. Virtually every student interviewed had college plans, and 14% of academy students took the Scholastic Aptitude Test more than once. These outcomes can be attributed to smaller classes and block-scheduling, which helped to develop close bonds and friendship among the students and their teachers. In addition, the academy curriculum, by virtue of its pertinence to the outside world and the interesting manner in which it was presented, maintained and increased students' interest in school. Statistical data are presented in one table. A 22-item list of references is included. (Author/JB)

ED 337 529 UD 028 287

Cuellar, Alfredo

An Understanding of Academic Excellence through the Ethnography of High and Low Achieving Secondary School Students.

Spons Agency—S. H. Cowell Foundation, San Francisco, CA.

Pub Date—[91]

Note—29p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Academic Achievement, *Achievement Need, Comparative Analysis, Dropouts, Ethnography, Family Influence, Field Studies, *Grade 10, High Achievement, High Risk Students, High Schools, High School Students, Hispanic Americans, Interpersonal Relationship, Low Achievement, *Peer Influence, *Student Attitudes, Teacher Student Relationship, Urban Schools

Identifiers—*Calexico Unified School District CA, *Hispanic American Students

An ethnographic study is presented, which attempts to gain a better understanding of the gap between California high school students who are at-risk, who eventually drop out, and who are academically successful. Focus is on families, teacher student relationships, peer influence, and social context. A sample of 10 high achieving and 10 low achieving high school sophomores is used. All of the students are of Hispanic origin and attended Calexico (California) High School. The study involves two interviews at the student's houses (one with the student and one with the student's parents), two classroom observations, and interviews with teachers and friends. Findings indicate that high achievers asked questions and developed successful relationships with teachers they trusted who taught using practical examples. These students' families supported them by their involvement in and concern about education. In addition, successful students allowed friends to support their academic needs and often took a leadership role in explaining concepts to peers. Low achievers disdained school, disregarded homework, disrupted class, copied homework, and often missed classes. Their families offered limited support and were beset with economic problems. Friends of these students had an adverse influence on academic achievement. (JB)

ED 337 530 UD 028 288

Success Stories: A Case Study of Compensatory Education in Elementary Schools. Final Program Evaluation Report.

Texas Education Agency, Austin.

Report No.—GEO-543-02

Pub Date—90

Note—108p.

Pub Type—Reports - Evaluative (142)

RIE FEB 1992

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Academic Achievement, Case Studies, *Compensatory Education, *Educationally Disadvantaged, Elementary Education, Federal Programs, Longitudinal Studies, *Minority Groups, Models, Program Effectiveness, Program Evaluation, State Programs, State Surveys, Urban Schools

Identifiers—*Texas

A statewide evaluation of compensatory education programs was initiated during the 1985-86 school year to identify effective compensatory education practices. This final report summarizes study background, strategies, and findings through Phase III (1988-89) of the study. Recommendations are made for effective compensatory education programs in elementary schools. An estimated 675,000 students were served by compensatory education programs in Texas in the 1986-87 school year. This study deviates from the traditional approach of focusing on federally-funded programs, as it defines compensatory education more broadly, considering all students who are not performing satisfactorily regardless of program funding. Bilingual and English-as-a-Second-Language programs are not included. Collected data identify above-average programs. A case study approach to seven schools allows preparation of a typology of effective elementary education programs, which is presented in chart form. In 1986-87, over 50% of the students at these schools were minority students, and at all but one of the schools, a majority of students was eligible for free and reduced-price lunches. Four illustrations and 15 tables of statistical data are included. A 49-item list of references is also included. Four appendices provide supplemental information and summaries of findings from Phase I, Phase II, and Phase III of the 3-year evaluation. (SLD)

ED 337 531 UD 028 290

Fraser, Lowrie A.

Evaluation of Chapter I Take-Home Computer Program. Report No. 7, Vol. 25.

Atlanta Public Schools, GA. Dept. of Research and Evaluation.

Pub Date—Mar 91

Note—53p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Academic Achievement, Comparative Analysis, Compensatory Education, *Computer Assisted Instruction, *Computer Literacy, Elementary Education, Elementary Schools, *Homework, Middle Schools, *Parent Participation, Parents, Program Evaluation, Questionnaires, Urban Schools

Identifiers—Atlanta Public Schools GA, Education Consolidation Improvement Act Chapter I

The Chapter I Take-Home Computer (THC) program was established in nine elementary and eight middle schools in Atlanta (Georgia) in the 1989-90 school year. One hundred and eighty computers were sent home with 422 students, whose parents were willing to work with the students, for 6-week periods. Log sheets were kept by each child regarding the homework assignments made by his or her teacher. A questionnaire was sent to the participating students' parents to obtain information about observed differences in the child's learning. Parental responses are reported for 174 parents (representing 35% of the participating students). Student achievement is examined using results on the Iowa Tests of Basic Skills reading and mathematics tests. Multivariate analysis of covariance does not reveal any significant statistical difference between the 307 control group members and experimental group members overall, although a significant improvement for middle-school students in mathematics is evidenced. The following suggestions are made: (1) if the goal is exposure to computers, 6 weeks is not enough time; and (2) if the goal is increased learning by students, the time the computer is in the home must be increased. Statistical data are presented in seven tables. The THC curriculum outline and evaluation questions and selected parental responses to evaluation questions 3 and 4 are appended. (SLD)

ED 337 532 UD 028 291

Kaczala, Caroline

Grade Retention: A Longitudinal Study of School Correlates of Rates of Retention.

Cleveland Public Schools, OH. Dept. of Research and Analysis.

Pub Date—Apr 91

Note—14p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Failure, Attendance, Dropout Rate, Elementary Secondary Education, Enrollment, *Grade Repetition, *Institutional Characteristics, Longitudinal Studies, Low Achievement, Poverty, Reading Achievement, *School Holding Power, *Student Promotion, Suspension, *Urban Schools

Identifiers—*Cleveland Public Schools OH

In the Cleveland (Ohio) Public Schools, the percent of students who are retained in grade, or who are not promoted, is high. At the high school level, retention rates ranged from 9 percent to 47 percent in the 1988-89 school year. School characteristics that correlate with the rate of retention are studied in an attempt to understand some of the dynamics of retention at the school level. Data from the 128 Cleveland Public Schools in a system-wide database are presented. The results show that school retention has negative effects on student achievement when the following variables relating to school characteristics are examined: (1) enrollment; (2) attendance; (3) dropout rates; (4) stability rates (percent of students who stay in the same school for the entire school year); (5) suspensions; (6) percent of male students; (7) percent of black students; and (8) reading comprehension scores on the California Achievement Test. A low retention rate correlates strongly with higher reading scores in the primary grades. In high school, there is a strong negative relationship between rate of retention and average attendance. Some variables, such as poverty, are beyond the ability of the school to remedy, but others such as attendance, student stability within the district, and reading achievement are variables that can be addressed. Statistical data are presented in two tables and five graphs. An eight-item list of references is included. (SLD)

ED 337 533 UD 028 292

Pavan, Barbara Nelson Reid, Nancy Andrade

Exposited Theoretical Frameworks and the Leadership Behaviors of Principals in Achieving Urban Elementary Schools.

Pub Date—Apr 91

Note—34p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Achievement, *Administrative Principles, Behavior Patterns, Elementary Education, *Elementary Schools, Elementary School Teachers, *Instructional Leadership, *Leadership Styles, Politics of Education, *Principals, School Supervision, Theory Practice Relationship, Urban Schools

Identifiers—*Philadelphia School District PA

The dominant theoretical frameworks (structural, human resources, political, or cultural) espoused by elementary school principals are studied, and the platforms are compared with data previously collected on leadership behaviors and time usage. Data for 5 principals and 151 teachers in 5 elementary schools in Philadelphia (Pennsylvania) on the Principal Instructional Management Rating Scale (PIMRS) are presented. The PIMRS is used to determine the teachers' perceptions of their principals' instructional management behaviors and perceptions of the principals. Data for principals on time use surveys are included. The elementary schools have student enrollments of between 382 and 816 students with minority populations from 16 percent to 100 percent. The espoused theoretical framework is determined using the principals' responses to the Leadership Orientations Instrument. The results show that one principal uses a structural frame, three principals use a human resources frame, and one principal uses a combination of structural, human resources, political, and symbolic frames. The principal who espoused the greatest number of theoretical frames has the most relevant and recent training. All the principals have internalized the norm of high expectations for students and teachers, and use this concept to drive their own leadership behaviors, as indicated by the teachers. In these urban schools, use of the political frame is surprisingly low. Five tables of statistical data and a 13-item list of references are included. (SLD)

ED 337 534 UD 028 293

Southworth, Michael Southworth, Susan

The Oakland Explorers Workshop Workbook.

Working Paper 517.

California Univ., Berkeley. Inst. of Urban and Re-

gional Development.

Spons Agency—National Endowment for the Arts, Washington, D.C.; Oakland Redevelopment Agency, Calif.

Pub Date—May 90

Note—77p; Support also received from the Clorox Foundation, the Skaggs Foundation, and the University-Oakland Metropolitan Forum.

Available from—Institute of Urban and Regional Development, 316 Wurster Hall, University of California, Berkeley, CA 94720 (\$5.50).

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Adolescents, *Children, *Community Programs, Elementary Secondary Education, *Experiential Learning, Learning Activities, *Local History, Urban Areas, Urban Culture, Urban Education, Urban Problems, Urban Youth, *Workshops, Youth Programs

Identifiers—California (Oakland)

The Oakland (California) Explorers is a program to help children learn about the city. The project is part of a long-term effort by the Junior Center for Art and Science to make Oakland a better place for children to be raised. Project goals are to create the following: (1) a living museum of Oakland that will include children and adolescents in creating and running the program; (2) a network of city learning centers; (3) an access system for children to learn about and use the city; and (4) a network of institutions, business, industry, and individuals who want to make the city more responsive to children's needs. The first project involved a series of six 1-week workshops about the city in the summer of 1988, which focused on empowering children to use the city and included such resources as public transportation. In this workbook, plans are given for each of the six workshops, with the following themes: (1) an exploration of the history and people of the city; (2) activities focused on transportation, manufacturing, and municipal services; (3) projects on making cities places for kids; (4) activities in arts and the media; (5) explorations of water, animals, geology, and plants in the city; and (6) activities on the planning and design of cities. An appendix outlines a food discovery workshop for Oakland's Chinatown. (SLD)

ED 337 535 UD 028 294

Vandenbergh, Roland. *Stuessens, Katriene*

Vision as a Core Component in School Culture.

Symposium: Professional Culture in Schools:

Types and Processes.

Pub Date—Apr 91

Note—32p; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).

Pub Type—Reports - Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Administrative Principles, Administrator Attitudes, Educational Environment, *Educational Objectives, Elementary Education, *Elementary School Teachers, Foreign Countries, *Goal Orientation, Interviews, *Organizational Objectives, *Principals, Teacher Attitudes

Identifiers—Belgium, *Consensus, *Organizational Culture

Vision and vision building play a central role in the construction of a professional culture. Vision concerns the goals that an organization wants to achieve, and indicates a shared consensus about the value of daily activities and decisions in relation to some goals and the future of an organization. In this paper, the degree of goal consensus is considered as the main indicator of the existence of a vision. Using the case study of one school in Belgium, a concrete and specific vision is portrayed. High-vision and low-vision schools are then compared in a study of nine elementary schools in Belgium. Interviews with 63 principals and staff members and site visits identify patterns of organizational culture in these schools. The results show that the high-vision schools have a clear degree of goal consensus while low-vision schools are characterized by a low awareness of common goals beyond those of the individual classroom. Interventions by principals, resulting in increased communication, can strengthen the vision of a school, and increase the potential for working toward common goals. A 19-item list of references is included. (SLD)

ED 337 536 UD 028 296

McFarland, James M., Nettles, Sandra Murray
Using Community Adults as Advocates or Mentors
for At-Risk Middle School Students: A Two-Year

Evaluation of Project RAISE. Report No. 17.

Center for Research on Effective Schooling for Disadvantaged Students, Baltimore, MD.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—May 91

Contract—R117-R90002

Note—19p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, *Adults, Child Advocacy, Children, Church Role, College School Cooperation, Community Involvement, *Community Programs, Community Role, *High Risk Students, Intermediate Grades, Junior High Schools, *Junior High School Students, Longitudinal Studies, *Mentors, Middle Schools, *Program Effectiveness, Program Evaluation, School Business Relationship, Urban Schools, Volunteers

Identifiers—Baltimore City Public Schools MD

The effects on selected student outcomes are evaluated after 2 years of operation of Project RAISE, a multifaceted approach to helping at-risk students featuring outside adults as school-based advocates and one-on-one mentors at seven middle schools in Baltimore (Maryland). Seven community sponsoring groups (churches, universities, businesses, and a social fraternity) each sponsor approximately 60 at-risk youth. Positive effects are found in improved student attendance and report card grades in English, but not in promotion rates or standardized test scores. The effects, although sizable, are not sufficient to neutralize the academic risks with which students enter the program. The positive results are primarily attributed to three of the seven sites. Some evidence supports interpretations that although strong one-on-one mentoring is not an essential component of an effective program that uses outside adults to assist at-risk middle school students, the RAISE model is much more likely to show positive results when one-on-one monitoring is strongly implemented. Success may also depend on the size and composition of the student group to be served. Issues are raised about roles and responsibilities of adult advocates or mentors. Three tables of statistical data and 10 references are included. (Author/SLD)

ED 337 537 UD 028 297

Sustained Effects of Chapter 1 Participation

1987-1990. Evaluation Report.

Saginaw Public Schools, Mich. Dept. of Evaluation Services.

Pub Date—Jun 91

Note—33p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Achievement Gains, Compensatory Education, *Educationally Disadvantaged, Elementary Education, Longitudinal Studies, *Mathematics Achievement, *Outcomes of Education, Program Effectiveness, Program Evaluation, *Reading Achievement, Student Evaluation, Urban Schools

Identifiers—Education Consolidation Improvement Act Chapter 1, *Saginaw City School System MI, Sustaining Effects Study

This study is designed to meet the evaluation requirement of Chapter 1 of the Education Consolidation and Improvement Act of 1981, which mandated that every 3 years a determination must be made of whether or not improved performance is sustained over more than 1 year from programs funded under this Act. The Saginaw program funded by Chapter 1 is titled Academic Achievement. Its purpose is to improve the reading and mathematics achievement of a designated number of educationally disadvantaged students. Since 1979, the Academic Achievement program has served approximately 2,000 students in kindergarten through grade 9 each year. Chapter 1 activities included pretests and posttests to measure program effects, with a third data collection at least 1 year later using the California Achievement Test. Results indicate that for both reading and mathematics during the year, students generally shows gains in program participation and losses in terms of sustained effects. Recommendations are made to improve the long-term implementation and impact of the Academic Achievement program and to produce better sustained-effects results. Statistical data are presented in ten tables and four graphs. A six-item list of references is included. An appendix presents a table reflecting error in estimating achievement gains for Chapter 1 students. (SLD)

ED 337 538

UD 028 298

Tushnet, Naida C.

Education Confronts Changing Demographics. The Challenge to Edge Cities.

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—91

Note—48p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Business Responsibility, Demography, *Educational Change, *Educationally Disadvantaged, Educational Policy, Elementary Secondary Education, Family Characteristics, Limited English Speaking, Minority Groups, Population Growth, Poverty, Productivity, Program Development, Suburban Problems, Suburban Schools, Trend Analysis, Urban Areas, *Urban Problems

Identifiers—Arizona, California, *Edge Cities, Nevada

This monograph introduces a conference addressing the educational issues of the edge cities of the urban Pacific Southwest. Edge cities on the outside of urban cores (edge cities) are currently facing many of the problems formerly experienced only in urban areas. Of the 30 fastest-growing cities of over 100,000 residents in the country, 19 are edge cities in Arizona, California, and Nevada where educationally disadvantaged students (EDSs) now constitute a significant percentage of the total number of children in school. Demographic data on EDSs, family composition, poverty status, language background, mother's education, and race/ethnicity are provided for Arizona, California, and Nevada. The combination of total population growth and the great increase in the number of EDSs to be served, including those of limited proficiency in English, challenges the edge cities. Changes in family structure also affect these cities. The effects of the changes on economic productivity and political participation and community and business responses are discussed. Data on how well schools in these areas are meeting the challenges indicate that the schools are least successful with non-Anglo, poor children. The SWRL is focusing on students in the edge cities through METRO, which hopes to develop an agenda that will assist edge cities in meeting the needs of the EDSs they serve. A 66-item list of references is included. (SLD)

ED 337 539

UD 028 299

Vasquez, Blanca Ed.

Latinos and the Media. Focus "En Foco".

City Univ. of New York, N.Y. Centro de Estudios Puertorriquenos.

Pub Date—[90]

Note—122p.

Journal Cit—Centro; v3 n1 1990

Pub Type—Collected Works - Serials (022)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—Computer Oriented Programs, Databases, *Film Industry, *Hispanic Americans, *Latin American Culture, *Mass Media Effects, Mexican Americans, Personal Narratives, Puerto Ricans, Radio, Self Concept, Spanish Speaking, *Student Experience, Urban Schools

Identifiers—Chicanos, *New York (New York)

This issue focuses on Latin Americans and the media, with emphasis on portrayal of the Latin American in United States mass media. "Puerto Ricans and the Media: A Personal Statement" (B. Vasquez) recalls the author's experiences as a young girl in the New York City public schools and in an urban college. The critical importance of the media in shaping her self-image and the collective image of Puerto Ricans is described. The following articles focus on film-making about and by Puerto Ricans and Mexican Americans, the media on the Puerto Rican island, and Spanish-language radio: (1) "Mass Media in Puerto Rico" (F. A. Subervi-Velez and others); (2) "The Origins of the Consumer Culture in Puerto Rico: The Pre-Television Years (1898-1954)" (L. A. Hernandez); (3) "The Aesthetic Discourse: Reading Chicano Cinema Since 'La Bamba'" (C. Noriega); (4) "Mi Gente" (P. Figueroa); (5) "Insider/Outsider: Making Films in the Puerto Rican Community" (F. Negron-Munater); (6) "La Quinceanera of Chicanos: Counter Aesthetics" (R. L. Fregoso); (7) "Images and Contradictions: DIVERCO" (Division de Educacion de la Comunidad) Portrayal of Puerto Rican Life" (A. Lauria-Perricelli); (8) "Mi Gente" (M. Falu);

and (9) "Latino Journal" (S. Nieves). "Micro-Computers as Research Tools and Community Resources" (R. Chabran) reviews databases for Latino information users. A list of "Centro" publications is appended. (SLD)

ED 337 540 UD 028 300

Parrenas, Florante Y. Parrenas, Cecilia Salazar
Cooperative Learning, Multicultural Functioning and Student Achievement.

Pub Date—[90]

Note—20p; Document contains light print.

Pub Type—Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Academic Achievement, Accountability, *Cooperative Learning, *Educational Change, *Educationally Disadvantaged, Elementary Secondary Education, Ethnocentrism, Interpersonal Competence, *Limited English Speaking, Minority Groups, *Multicultural Education, Racial Discrimination, Socialization

Cooperative learning (CL) is reviewed as a tool for helping educationally disadvantaged or limited-English-speaking students. A review of meta analyses and literature on CL indicates its effectiveness when both group goals and individual accountability are incorporated into learning methods. The achievement gap between traditional majority students and the "new majority" (minority group students whose numbers equal or exceed the old majority) is widening, and the schools have not adopted effective practices to create positive ethnic and race relations. Basic elements of CL are positive interdependence, individual accountability, group processing, interpersonal and small group skills, and face-to-face promotive interaction. CL can help eliminate ethnocentrism and racism; and it is also valuable in socializing students, many of whom lack the social skills needed for school or work. The changing nature of society requires a shift in teaching approaches, with the emphasis on content balanced with an emphasis on process. CL will facilitate this shift even as it enhances achievement gains. Teachers will also benefit from implementation of CL approaches to interaction. A nine item list of references is included. (SLD)

ED 337 541 UD 028 301

Hudley-Paul, Cynthia A.

Attributions for Pride, Anger, and Guilt among Incarcerated Minority Adolescents.

Pub Date—[90]

Note—26p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adolescents, *Anger, At Risk Persons, *Attribution Theory, Causal Models, Delinquency, Etiology, Females, Followup Studies, Males, *Minority Groups, *Prisoners, Psychological Characteristics, Secondary Education, *Secondary School Students, Self Concept, *Sex Differences

Identifiers—*Guilt, Pride

Two studies investigate causal attributions among minority adolescents. The first investigates attributions for the emotions of anger, pride, and guilt among 26 incarcerated male adolescents. Relatively few causes are found for anger and guilt, and a larger variety of causes are cited for pride. A follow-up study then compares causal attributions of 56 incarcerated adolescents with those of 57 secondary school adolescents, both male and female, for the affect of pride. The results show that incarcerated youth typically attribute feelings of pride to activities culturally appropriate for adults. In addition, females cite school success as a source of pride at twice the rate as do males. The importance of this research for understanding the impact of typical life experiences on at-risk youth is discussed. Statistical data are presented in four tables. A 20-item list of references is included. (Author/SLD)

ED 337 542 UD 028 302

Oregon's Chapter 1 Handbook: Elementary and Secondary School Improvement Amendments of 1988 (Public Law 100-297) Addressing that Portion of the Law which Provides Services for Educationally-Deprived Children.

Oregon State Dept. of Education, Salem.

Pub Date—91

Note—156p.

Available from—Publications Sales Clerk, Publications and Multimedia Center, Oregon Department of Education, 700 Pringle Parkway S.E., Salem, OR 97310-0290.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—*Administrator Role, Child Neglect, *Compensatory Education, Delinquency, Educational Finance, *Educationally Disadvantaged, Elementary Secondary Education, Federal Aid, Federal Legislation, *Federal Programs, Federal State Relationship, *Financial Support, Low Income Groups, Parent Participation, Program Implementation, School Districts

Identifiers—Education Consolidation Improvement Act Chapter 1, *Hawkins Stafford Act 1988, *Oregon

The Hawkins Stafford Act of 1988 amended the Elementary and Secondary Education Act of 1965. Chapter 1 provides financial assistance through the state education agencies to local education agencies to meet the special needs of educationally disadvantaged children in areas with high concentrations of children from low-income families, as well as the needs of children in local institutions for neglected or delinquent children. This handbook is designed to accomplish the following: (1) assist districts in preparing applications, meeting program requirements, and improving Chapter 1 programs; (2) assist school districts in administering Chapter 1 programs; (3) assist in parental efforts to become involved in Chapter 1 programs; and (4) ensure that state administrators apply and enforce Chapter 1 requirements uniformly. The handbook includes an introduction and the following sections: (1) basic grant allocation; (2) fund carryover; (3) uses of funds; (4) assurances and applications; (5) eligible schools; (6) eligible children; (7) schoolwide projects; (8) parental involvement; (9) services for private school children; (10) fiscal requirements; (11) evaluation; (12) program improvement; and (13) assignment of personnel. Each section is cross-referenced with the United States policy manual. Numerous forms, tables, and figures are included. (SLD)

ED 337 543 UD 028 304

Hall, Suzanne E., Ed. And Others

A Catholic Response to the Asian Presence.

National Catholic Educational Association, Washington, D.C.

Report No.—ISBN-1-55833-057-7

Pub Date—90

Note—146p; Funding for the Development of this manuscript came from the Fr. Michael McGivney Fund for New Initiatives in Catholic Educational Association of the Maryknoll Fathers.

Available from—National Catholic Educational Association, 1077 30th Street, N.W., Suite 100, Washington, DC 20007-3852.

Pub Type—Collected Works - General (020)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—*Asian Americans, Asian History, Chinese Culture, *Church Responsibility, Cultural Background, *Cultural Differences, Cultural Pluralism, Ethnic Distribution, Immigrants, Korean Culture, *Religious Cultural Groups, Religious Education, Religious Holidays, *Social Integration, Social Problems

Identifiers—Asia (Southeast), Asians, *Roman Catholic Church

This report, the result in part of a series of hearings with Asian parents, educators, ministers, and many non-Asian Church leaders ministering to Asian communities within the United States, treats many aspects of educating and welcoming Asian groups into the Roman Catholic Church in the United States. The text includes a report on those hearings, which were held in several major urban dioceses between October 1989 and January 1990. The following six chapters offer information on specific areas: (1) "History, Culture and Religious Expression" contains brief descriptions of China, India, Japan, Korea, the Philippines, and Southeast Asia (Vietnam, Cambodia and Laos); (2) "Demographics" discusses statistical data taken primarily from the United States Census; (3) "Educational Considerations" discusses multiculturalism and approaches to cultural integration; (4) "Pastoral Structures" examines the traditional parish structure and several alternatives; (5) "Holidays, Celebrations and Religious Feasts" lists and briefly describes the holidays and religious celebrations of China, the Philippines, India, Japan, Korea, Vietnam, Cambodia, Hmong, and Laos; (6) "Resources" provides an 84 item bibliography, a lists of resource centers, lists of catechetical materials, and brief descriptions of several Asian religions. (JB)

ED 337 544 UD 028 305

Higher Achievement and Improvement Through Instruction with Computers and Scholarly Transition and Resource Systems Program (Project HAITI STARS), 1989-90. Final Evaluation Report.

New York City Board of Education, Brooklyn, NY. Office of Research, Evaluation, and Assessment.

Pub Date—Aug 90

Contract—T003A80178

Note—15p.

Available from—New York City Public Schools, Office of Research, Evaluation, and Assessment, 110 Livingston Street, Room 732, Brooklyn, NY 11201.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, Bilingual Education, Career Counseling, *Chinese Americans, Computer Assisted Instruction, Curriculum Development, English (Second Language), *Haitian Creole, High Schools, *High School Students, Language Arts, *Limited English Speaking, Native Language Instruction, Parent Participation, Program Evaluation, *Spanish Speaking, Urban Schools

Identifiers—*Elementary Secondary Education Act Title VII, *New York City Board of Education

A final evaluation was conducted in the 1989-90 school year of New York City (New York) Board of Education's project, Higher Achievement and Improvement Through Instruction with Computers and Scholarly Transition and Resource Systems (HAITI STARS). The project served 524 limited-English-proficient Spanish-speaking students at Far Rockaway High School in Queens, Haitian Creole-speaking students at Andrew Jackson High School in Queens, and Chinese-speaking students at Sheepshead Bay High School in Brooklyn. Participating students received instruction in English as a Second Language (ESL), native language arts (NLA), and content area subjects presented bilingually or with ESL methodology and computer science. HAITI STARS also provided curriculum development and activities for parental involvement. The results of the evaluation indicate that the project was fully implemented. The students did receive instruction in ESL, NLA, content area subjects, computer education, and career advisement. The project met its objectives with regard to those instructional areas, referral to special programs, referral to special education, and curriculum development. However, the program only partially met attendance and parental involvement objectives. Statistical data are not available for objectives related to career advisement, grade retention, placement in programs for the gifted and talented, and postsecondary enrollment. Statistical data are presented in two tables. (JB)

ED 337 545 UD 028 306

Bilingualism in the Computer Age, 1989-90. Final Evaluation Report.

New York City Board of Education, Brooklyn, NY. Office of Research, Evaluation, and Assessment.

Pub Date—Aug 90

Contract—G008525042

Note—14p.

Available from—New York City Public Schools, Office of Research, Evaluation, and Assessment, 110 Livingston Street, Room 732, Brooklyn, NY 11201.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Bilingual Education, Career Counseling, Computer Science Education, Curriculum Development, *English (Second Language), High Schools, *High School Students, Language Arts, *Limited English Speaking, Native Language Instruction, Parent Participation, Program Evaluation, *Spanish Speaking, Urban Schools, Vocational Education

Identifiers—*Elementary Secondary Education Act Title VII, *New York City Board of Education

Bilingualism in the Computer Age, a project of the New York City (New York) Board of Education, completed its fourth year (the 1989-90 school year) and was evaluated. The project offered 241 limited-English-proficient Spanish-speaking students the opportunity to study career and vocational subjects while improving their English and native language skills at Morris High School in the Bronx. The results of the evaluation indicate that the program was fully implemented and that students received instruction in English as a Second Language (ESL),

native language arts (NLA), content area subjects, computer skills, career education, and health awareness. The project also offered staff development and parental involvement activities. The project met its ESL, attendance, and dropout prevention objectives. It partially met its content area subjects and computer training objectives, but did not meet its NLA objectives. Findings also show that due to lack of statistical data, career awareness, cultural heritage, and staff development objectives could not be assessed. Consequently, it is recommended that statistical data needed to measure all the objectives should be provided, and that the computer training objectives should be modified in order to become more realistic. (JB)

ED 337 546 UD 028 307

Career Awareness Program for Bilingual Haitian and Hispanic Students (Project CAP), 1989-90. Final Evaluation Report.

Council of New Jersey State Coll. Locals.

Pub Date—Aug 90

Contract—T003A90330

Note—14p.

Available from—New York City Public Schools, Office of Research, Evaluation, and Assessment, 110 Livingston Street, Room 732, Brooklyn, NY 11201.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Bilingual Education, Career Counseling, Curriculum Development, English (Second Language), Extracurricular Activities, Food Service, *Haitian Creole, High Schools, *High School Students, Language Arts, *Limited English Speaking, Mathematical Applications, Native Language Instruction, Program Evaluation, *Spanish Speaking, Urban Education, *Vocational Education

Identifiers—*New York City Board of Education

The New York City (New York) Board of Education's project, Career Awareness Program for Bilingual Haitian and Hispanic High School Students (Project CAP), at two high schools in Brooklyn completed its first year (the 1989-90 school year) and was evaluated. The Prospect Heights High School offered a pilot program that included occupational education (food management), survival skills mathematics, career awareness, and extracurricular activities to all participants. Limited activities were provided at George Wingate High School due to the retirement of the assistant principal for foreign languages. Project staff at that school met with groups of students after school. The evaluation found that Project CAP served 497 students and was only partially implemented. Late receipt of funding delayed delivery of computers and instructional materials. Project participants received instruction in English as a second language, native language arts (NLA), and career education. The project met its objectives for attendance, field trips, and career conference activities. It partially met its objectives for content area subjects and dropout prevention. It failed to meet its objective for NLA, and one objective for staff development. Other objectives could not be assessed. (JB)

ED 337 547 UD 028 309

Hess, G. Alfred, Jr. School Restructuring, Chicago Style.

Report No.—ISBN-0-8039-6002-6

Pub Date—91

Note—247p.

Available from—Corwin Press, Inc., A Sage Publications Company, 2455 Teller Road, Newbury Park, CA 91320.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Case Studies, Citizen Participation, Decentralization, Educational Change, *Educational Legislation, Elementary Secondary Education, *School Based Management, *School Restructuring, *State Legislation, Urban Schools

Identifiers—*Chicago Public Schools II.

This book is a case study of the Chicago (Illinois) Public Schools 1980s reform movement imposed from the outside through legislation. The first chapter describes why school reform was necessary in Chicago. Chapter 2 focuses on a single high school in that system and shows the difficulties in trying to improve its performance. Chapter 3 describes the citizen initiative, which mobilized a movement for reform, and provides a chronology of the effort and an analysis of the elements of the mobilization. Chapter 4 reviews the national movement for re-

form in the 1980s. Chapter 5 describes the major elements in the Chicago restructuring plan, including goals, reallocation of resources to the school level, and school-based management. Chapters 6 and 7 examine the shift in roles of the actors involved in school-based management. Implications are drawn for schools of education and the preparation of educational professionals. Chapter 8 describes the initial year of implementation. Chapter 9 sets the Chicago effort back in the national context. Five sources of information on the Chicago restructuring, and lists of member organizations of the Chicago Panel on Public School Policy and Finance are appended. A 149-item list of references is included. (JB)

ED 337 548 UD 028 311

Tarimo, E. Towards a Healthy District: Organizing and Managing District Health Systems Based on Primary Health Care.

World Health Organization, Geneva (Switzerland). Report No.—ISBN-92-4-154412-0

Pub Date—91

Note—115p.

Available from—World Health Organization, Distribution and Sales, 1211 Geneva 27, Switzerland. Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Community Health Services, Community Involvement, *Developing Nations, Foreign Countries, Health Conditions, Health Education, Health Personnel, *Health Programs, Health Promotion, Hygiene, Medical Care Evaluation, Needs Assessment, Program Development, Program Implementation, *Public Health, School Districts, Urban Problems

This book is concerned with orienting health care workers in district health systems in developing countries to ways and means of overcoming problems, and describes briefly how district health systems can be improved. The book is organized around nine issues in nine chapters, each of which is an integral part of a district planning cycle. The opening three chapters show how to assess the existing district health system in terms of national policies and support, analysis of the current system, and evaluation of district priorities. Chapters 4 through 7 focus on actions to be taken. The initial task of setting goals is discussed using examples and establishing general categories. The book next treats the action program including curative services, maternal and child health and health promotion, and prevention and control of disease. The next chapter focuses on the increase in program effectiveness brought about by joint action of families, individuals, and communities. Chapter 7 discusses key issues pertaining to good operational management. The final two chapters focus on monitoring (i.e., the use of tracer diseases and sentinel sites) and tips for evaluating interventions and learning from experience. Nine figures, 10 tables, and practical examples and case histories accompany the text. A list of 12 references is appended. (JB)

ED 337 549 UD 028 312

Hatcher, Bunny Nightwalker

Hate Crime in the 1980's: A Decade of Bigotry. A Report to the Los Angeles County Board of Supervisors.

Los Angeles County Commission on Human Relations, Calif.

Pub Date—Feb 90

Note—24p.

Pub Type—Numerical/Quantitative Data (110) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Blacks, *Crime, *Ethnic Discrimination, *Homosexuality, Jews, Lesbianism, Longitudinal Studies, Minority Groups, *Racial Discrimination, *Religious Discrimination, Socio-cultural Patterns, Statistical Data, Trend Analysis, Urban Problems, Violence

Identifiers—*California (Los Angeles County), *Hate Crime

A report on hate-crimes in the 1980s in Los Angeles County (California) found that these acts had increased in number. Hate crimes are defined as criminal acts directed at an individual, institution, or business expressly because of race, ethnicity, religion, or sexual orientation. Over the period 1980 to 1989, religiously motivated hate crimes climbed from 26 to 125, with most attacks aimed at Jews. Racially motivated hate crimes numbered four in 1981 and 167 in 1989, with Blacks generally the victims of these acts. Data on sexual orientation

hate crimes were collected beginning in 1987 and show 61 incidents in 1988 and 86 incidents in 1989, with most aimed at gay men rather than lesbians. Although the increase in reported hate crimes may be due to the increased prominence of the Los Angeles County Commission on Human Relations (LACCHR) and its work collecting data on the problem, it seems clear that there has been a real increase in hate crimes. Statistical data are presented in 13 tables. Recommendations approved by the Los Angeles Board of Supervisors in the 1980s, a historical overview, a detailed criteria for the definition of hate crime, and a chronology of major hate crime activity 1980-1989 are included. (JB)

ED 337 550 UD 028 313

Hatcher, Bunny Nightwalker

Hate Crime in Los Angeles County 1990. A Report to the Los Angeles County Board of Supervisors. Los Angeles County Commission on Human Relations, Calif.

Pub Date—Feb 91

Note—36p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Arabs, Asian Americans, Blacks, *Crime, *Ethnic Discrimination, *Homosexuality, Jews, Lesbianism, Minority Groups, North Americans, Place of Residence, *Racial Discrimination, *Religious Discrimination, Urban Areas, Violence

Identifiers—*California (Los Angeles County), Graffiti, Gulf War, *Hate Crime, Muslims

A report on 1990 hate crimes in Los Angeles County (California) found 275 racially motivated hate crimes, 150 religiously motivated hate crimes, and 125 sexual orientation hate crimes. The data were collected primarily from law enforcement and community agencies. Of the racially motivated crimes, most were aimed at Blacks, followed by Asians. Jews remained the primary target of religiously motivated hate crimes, with Muslims and Catholics the next most numerous victims. A 45 percent increase in crimes against sexual orientation was documented with the overwhelming number of incidents aimed at gay men. Although graffiti vandalism was the most common expression of racial and religious bigotry, assault was the most common type of sexual orientation hate crime. Residences were the most frequent hate crime site in 1990. Also noted was a strong correlation between the Middle East conflict and increased acts of anti-Arab and anti-Muslim bigotry. The report also treats crimes against women, legislation and legal actions, non-criminal acts, a discussion of why hate crimes are rising, and what can be done to reduce their number and a list of Commission actions. Statistical data are presented in 3 bar graphs and 16 tables. Lists of the incidents divided into racial, religious, and sexual orientation categories and definitions of hate crimes are appended. (JB)

ED 337 551 UD 028 314

Moulin, Nelly And Others

Neighborhood Association Movements and the Fight for Public School in Rio de Janeiro State.

Pub Date—Apr 91

Note—11p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Civil Rights, *Community Action, Community Attitudes, Community Change, Community Development, Community Leaders, *Community Organizations, Community Services, Elementary Secondary Education, Foreign Countries, *Political Attitudes, Political Power, *Politics of Education, *Public Schools, Social Science Research, *Urban Education

Identifiers—*Brazil (Rio de Janeiro)

An exploratory study designed to analyze the evolution of neighborhood movements in Rio de Janeiro City (Brazil) focuses on actions related to the struggle for public schools. The effort seeks to determine the degree of political autonomy of the neighborhood associations and the nature of the educational demands and their relationship with the ideology that underlay the movements. Using an oral history approach, interviewees were selected among the presidents and former presidents of the existing slum and neighborhood associations. Analysis of the first neighborhood movements for public education illustrates a strategy modeled on a poorly politicized population using a traditional patronage

format (votes for school buildings). A second phase beginning in 1983 involves a more autonomous structure and a new belief that the state had a duty to provide and maintain educational services. Assessment of results of the organizations' fights shows effects that were insignificant compared to the efforts involved. However, the process helps citizens to learn their duties as well as civil rights. The study concludes that these social movements emerged from the serious deprivation generated by great economic deprivation. However, their development is possible only with the declining strength of the military regime. Statistical data are presented in one table. Eight references are included. (JB)

ED 337 552 UD 028 315
Venson, Sheila

Let's Educate Together. The Road to Literacy Series: Book One for African American Parents with Children. A Black Parent's Guide To Laying the Foundation for Their Children's Educational Success.

Alternative School Network, Chicago, Ill.
Spons Agency—Chicago Tribune Charities, IL; Illinois State Office of the Secretary of State, Springfield.

Pub Date—90

Note—31p.

Pub Type—Collected Works - Serials (022) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Achievement, Black Diagnostics, *Black Students, Cognitive Style, Elementary Secondary Education, English, Guides, Language Skills, *Parent Participation, *Parent Role, Parents as Teachers, Parent Student Relationship, *Reading Skills, *School Readiness, Self Concept, Standard Spoken Usage, Student Motivation

Identifiers—*African Americans

This booklet focuses on what African-American parents can do to provide their children with a firm foundation for educational success. African-American children sometimes do not do well in school because of the following factors: (1) poor self-image; (2) different learning styles; (3) low standards set by teachers and parents; and (4) poor preparation for school. Positive learning experiences early in life are needed if African-American children are to develop to their full potential. Parents can do much to build foundations for learning by doing the following: (1) developing the child's self-esteem and acknowledging the child's culturally influenced learning style; (2) developing the child's language skills, including fostering bilingualism in Black English and standard English; and (3) helping the child learn to read. Specific suggestions are given for each of these areas. An eight-item list of references, and a 14-item selected reading list for children and for adults are provided. (SLD)

ED 337 553 UD 028 317

Batiendo La Olla ('Stirring the Pot'): A Cross-Generational Comparison and Self-Study by Second Generation Puerto Ricans in Philadelphia. A Final Narrative Report to "Youthgrants in the Humanities," National Endowment for the Humanities.

Taller Puertorriqueno, Inc., Philadelphia, PA.
Spons Agency—National Endowment for the Humanities (NFAH), Washington, D.C.

Pub Date—31 Mar 79

Contract—AY25936-77-10

Note—127p.

Language—English; Spanish

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Community Programs, Employment Patterns, *Family History, Housing, Interviews, Migration Patterns, Multilingual Materials, *Oral History, Population Trends, Program Descriptions, *Puerto Ricans, Self Evaluation (Groups), *Social History, *Urban Culture

Identifiers—*Cross Generational Studies, *Pennsylvania (Philadelphia)

During the months from February 1977 to December 1978, Taller Puertorriqueno, Inc., conducted an oral history project to produce a cross-generational comparison of Puerto Ricans in Philadelphia (Pennsylvania). The project was designed to train young people to be perceptive human beings who were sensitive to their environment and especially aware of their historical heritage. The initial plan was to interview 25 first-generation Puerto Ricans and 36 second-generation Puerto Ricans; eventually, 65 taped oral histories and transcriptions

were produced for an archive, although the line between the generations became less clear with increasing knowledge. Some program participants were interviewed about their participation in the study. Six of these evaluation interviews are included in Section I, the narrative report. Other sections of this final report present the following works produced by the project: (1) an interpretive report on housing, employment conditions, and intricacy migration based on interview data and material from the literature; (2) a report on cultural dimensions of the migration; (3) an interview in Spanish with an elderly man; and (4) an epilogue paper on the oral history project by A. L. Galanes (Section V). Some of the text and selected interviews are provided in Spanish. (SLD)

ED 337 554 UD 028 318

Bynum, Alvin S.

Black Student/White Counselor: Developing Effective Relationships. Expanded Second Edition, 1991.

Report No.—ISBN-0-944816-01-0

Pub Date—May 91

Note—164p.; For the first edition, see ED 293 971. Available from—Alexandria Books, Inc., P.O. Box 2768, Indianapolis, IN 46206 (\$17.50, 20% discount to college book stores and jobbers).

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Black Culture, Black History, *Black Students, Case Studies, *College Students, *Counselor Client Relationship, Counselor Role, *Cultural Awareness, Higher Education, Holistic Approach, Literature Reviews, Racial Bias, Self Evaluation (Individuals), *Whites

Knowledge and practical techniques are provided to help the white college counselor develop relationships with black students that can help the students reach their full potential. A sociocultural and historical overview of the black student's world, with a review of important literature in the field, gives background that white counselors can use to create supportive environments and help students adjust to higher education. A holistic approach is advocated to recognize the influence of black family ties and the impact of black culture and tradition. A racial distance index is included to help counselors recognize and manage their own racial biases. Counselors are urged to construct a "personal action plan" by following suggestions for changing attitudes and working through the five case studies that are included. It is concluded that empathetic understanding plus a good knowledge of client social sciences will provide a springboard for effective relationship development, even when the differing conditions of race or culture enter the counseling session. Attachments present the following items: (1) a 113-item bibliography; (2) an annotated resource list of 16 works; (3) an outline of procedures for establishing a list of community resources; (4) an outline of a holistic counseling process; (5) an outline of a personal action plan; and (6) a subject and author index. (SLD)

ED 337 555 UD 028 320

Levin, Benjamin

Second Chance Measures in Canadian Education.

Pub Date—Apr 91

Note—16p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).

Pub Type—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Persistence, *Adult Students, *Dropout Programs, Elementary Secondary Education, Equal Education, Foreign Countries, National Programs, *Nontraditional Education, Postsecondary Education, Program Effectiveness, *Reentry Students, School Holding Power, Special Degree Programs, *Stopouts

Identifiers—*Canada, *Second Chance Programs
Very little attention has been given in Canadian education to "second chance" education to enable people to return to school to complete their education. Education is a responsibility of the provincial governments in Canada; there is no Federal Government or unit specifically dealing with education. Although policy can vary greatly among the provinces, the overall emphasis has been on retaining students in school, combating the dropout problem, and encouraging dropouts to return to traditional schooling. Current efforts are limited by the following parameters: (1) little evidence about the effectiveness of school completion programs; (2) a simplistic faith in school completion as the road to

success; and (3) a belief that sequential schooling is the most efficient route for all students. Effective second chance education systems will make it easier for nontraditional students to leave formal schooling and to resume education as adults. The following approaches are highlighted: (1) using multiple programs; (2) reducing or eliminating academic prerequisites for study; (3) recognizing interests and experiences; and (4) allowing multiple routes to credentials or alternative credentials. To date, little has been done in comparison with what could be done to allow true second chances at education in Canada. A 35-item list of references is included. (SLD)

ED 337 556 UD 028 321

Chambers, George A. And Others

Funding Interventions for Students at Risk. School

Finance Series.

North Central Regional Educational Lab., Oak Brook, IL.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—91

Contract—OERI-40-86-0004

Note—46p.

Available from—North Central Regional Educational Laboratory, 1900 Spring Road, Suite 300, Oak Brook, IL 60521 (Order Number: SF: 912, \$6.00).

Pub Type—Collected Works - General (020) — Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Compensatory Education, Definitions, Delivery Systems, Educational Equity (Finance), *Educational Finance, Educationally Disadvantaged, Educational Policy, Elementary Secondary Education, *Federal Aid, *Financial Support, *High Risk Students, School Support, *State Aid, State Programs, Urban Schools

Identifiers—North Central Regional Educational Laboratory, *United States (North Central)

Issues surrounding funding programs and services for at-risk students are discussed. The introduction and Section I, "Issues Related to Financing Programs and Services for Students at Risk" (Suzanne L. Juday) identify some of the problems that must be addressed to provide adequate at-risk programs and services in an efficient and equitable manner. Recognizing the academic and support service needs of the at-risk student is key. Policy issues relating to state and Federal funding are also discussed. Sections II-A and II-B, "Funding Programs for Student At Risk in the NCREL Region" and "North Central Region Definitions of 'At Risk,'" provide data on at-risk program funding in the seven-state area of the North Central Regional Educational Laboratory (NCREL) region and the definitions of "at-risk" in use in each state. Section II-A also presents profiles for the following states: (1) Illinois; (2) Indiana; (3) Iowa; (4) Michigan; (5) Minnesota; (6) Ohio; and (7) Wisconsin. Section III presents the following expert commentaries on financing issues: (1) "Principles and Problems for Equitable Financing of At-Risk Programs" (G. A. Chambers); (2) "Equitable and Effective Funding for At-Risk Children and Youth" (J. G. Cibulka); and (3) "Fiscal Issues Relating to Services for At-Risk Students in the Midwest" (J. G. Ward). (SLD)

ED 337 557 UD 028 322

Urban Education Network Post-Conference Yearbook. North Central Regional Educational Laboratory's TECH EXPO and Conference 1990.

North Central Regional Educational Lab., Oak Brook, IL.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—91

Contract—OERI-RP91002007

Note—50p.

Available from—North Central Regional Educational Laboratory, 1900 Spring Road, Suite 300, Oak Brook, IL 60521.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Computer Uses in Education, *Conferences, Cooperative Programs, Curriculum Development, Educational Change, Educational Innovation, *Educational Technology, Elementary Secondary Education, *Instructional Materials, *Urban Schools

Identifiers—North Central Regional Educational Laboratory, Urban Education Network

Highlights are presented from the Technology Expo and Conference held in Chicago by the North

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Central Regional Educational Laboratory (NCREL) on October 20-22, 1990. Approximately 400 teachers, principals, administrators, school board members, state education agency personnel, and local school council members attended the conference, which was a collaborative effort of the NCREL's Urban Education Network (UEN), the Chicago Public Schools, and the Illinois Institute of Technology. Sixty-seven presentations and demonstrations and more than 25 exhibits of effective uses of educational technology were presented at the conference. Conference workshops addressed strategies for incorporating technology into the classroom and curriculum to prepare students for roles and responsibilities of the 21st century. In addition to describing the conference and presentations, this report presents the following items: (1) a position paper, "The Potential of Technology for Urban Schools" (Carole Fine); (2) a discussion of regional technology initiatives by the seven member states of the NCREL; (3) a list of persons serving as resources for technology use; (4) appendices describing the UEN and its education projects from 1991 through 1995; (5) acknowledgments of participating schools; and (6) advertisements. (SLD)

ED 337 558 UD 028 323

Orum, Lori Navarrete, Lisa
Project EXCEL: A National Hispanic Organization Seeks To Improve the American Educational System for Hispanic Children.

Pub Date—90
Note—13p.
Journal Cit—Electric Perspectives; v14 n1 p4-14 Jan-Feb 1990

Pub Type—Journal Articles (080)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Access to Education, *Community Programs, *Cooperative Programs, Educational Change, *Educational Improvement, Educational Opportunities, Educational Policy, Elementary Secondary Education, *Hispanic Americans, In-service Teacher Education, Literacy Education, Models, Parent Education, Parent Participation, Program Effectiveness, Reading Skills, *School Community Relationship, Urban Culture, Urban Problems

Identifiers—*Project EXCEL

The National Council of La Raza launched Project Excellence in Community Educational Leadership (EXCEL), in 1985 to contribute experiences and input from the community level to the school reform process and to address some of the short-term needs of the students currently enrolled. Project EXCEL, which is designed to help Hispanic American community-based organizations become effective partners with the schools, was launched to improve Hispanic American educational opportunities and achievement through the development and testing of low-cost, replicable community-based education models and complementary applied research, policy analysis, and dissemination of information about the educational status and needs of Hispanic Americans. In spite of a consistent pattern of undereducation and the rapid growth of Hispanic Americans as a proportion of the school population, educational policies and programs continue to be developed and implemented with little attention to their needs. The following six models have been developed by Project EXCEL: (1) Academia del Pueblo, supplemental education for elementary school children; (2) Project Success for middle school or junior high school youth; (3) Project Second Chance, a program to attract those who have left school without a diploma; (4) Parents as Partners, a parenting program; (5) Family Reading Program, a literacy program for parents and children; and (6) the Teacher Support Network for teacher education for those working with Hispanic children. In the second year of a 5-year demonstration project, 26 sites are running 42 separate programs based on these models. (SLD)

ED 337 559 UD 028 324

Ciccone, Elaine
A Guide to High School Redirection. R & D Report 91-01.

Employment and Training Administration (DOL), Washington, D.C.
Pub Date—Mar 91
Note—54p.

Pub Type—Guides - Non-Classroom (055) — Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Black Students, Compensatory Education, Guides, *High Risk Students, High

Schools, Hispanic Americans, *Individualized Education Programs, Inner City, Instructional Innovation, Low Income Groups, *Nontraditional Education, *Reading Instruction, *Remedial Programs, Urban Schools

Identifiers—Hispanic American Students, *New York City Board of Education, Research Replication

High School Redirection is an alternative school that has been operating in Brooklyn (New York) for a number of years. It is run by the New York City Board of Schools, offers regular high school degrees, and serves a population of 475 students (50 percent male and 50 percent female) that is 80 percent Black and 20 percent Hispanic American. Alternative schools differ from regular schools in their small size, informal atmosphere, and the degree of personal attention students receive. This booklet describes the programs of High School Redirection and demonstrates the role such alternative schools can play in helping youth in need of intensive remedial education. A special feature of the school is the Strategies and Techniques for Advancement in Reading (STAR) program. Approximately 25 percent of the students attending High School Redirection are enrolled in this intensive reading program in which students stay with the same teacher for five periods to concentrate on reading development. The Department of Labor is providing grant funds to establish similar schools in seven cities across the country. These seven replication sites are succeeding, but many more are needed. Appendix A describes the STAR program and provides sample lessons. Appendix B describes the replication project. Three figures and three charts illustrate the appendices. A seven-item list of references is included. (SLD)

ED 337 560 UD 028 325

Flynn, Timothy M.
The Role Behavioral Adjustment Plays in Placing Middle School Students "At Risk" of Academic Failure.

Pub Date—[89]
Note—21p.
Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, *Academic Failure, *Adjustment (to Environment), *Behavior Problems, Behavior Rating Scales, Black Students, *High Risk Students, Intermediate Grades, Junior High School Students, *Middle Schools, Parents, Prediction, *Racial Differences, Secondary School Teachers, Student Evaluation, White Students

Identifiers—United States (Southeast)

The role of behavioral adjustment in placing middle school students at risk academically is examined using 23 middle school teachers' and 378 parents' ratings of 389 children (53 percent blacks and 47 percent whites) on Conner's Parent Rating Scale and Conner's Teacher Rating Scale. The average rating on the scales for both sets of ratings is above the norms for the age group studied. The California Achievement Test-Total (CAT-T) for the children is below average as would be expected for a sample with a higher than average number of behavioral problems. A shared variance of 58% between the parents' and teachers' ratings indicates a large area of agreement. Both parents' and teachers' ratings on the scales predict a nearly identical amount of CAT-T variance (49 percent). A regression analysis using both teachers' and parents' ratings accounts for 34 percent of the CAT-T variance. The findings support the contention that the behavior problems evident in school are also evident in the home. Three data tables and a 13-item list of references are included. (Author/SLD)

ED 337 561 UD 028 326

The Chapter 1 Challenge: Arkansas' Contribution 1988-89.

Arkansas State Dept. of Education, Little Rock.
Pub Date—[90]

Note—12p.; Cover title varies slightly.
Pub Type—Numerical/Quantitative Data (110) — Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Achievement Gains, *Basic Skills, Compensatory Education, Delinquency, *Educationally Disadvantaged, Elementary Secondary Education, *Federal Programs, Low Income Groups, *Minority Groups, Private Schools, Program Evaluation, State Programs, Statistical Data, Tables (Data), Urban Schools

Identifiers—*Arkansas, *Education Consolidation

Improvement Act Chapter 1

Chapter 1 of the Education Consolidation and Improvement Act of 1981 is the largest federally-funded program designed to provide services to educationally deprived elementary school and secondary school students who live in areas with a concentration of children from low income families. Annual needs assessment and evaluation are requirements of the federal program. This paper records the status of Chapter 1 programs in Arkansas in fiscal year 1989. In 1989, Chapter 1 programs were administered by 312 local education agencies (LEAs), 4 educational cooperatives that administer 17 LEAs, and 2 institutions for the neglected and delinquent. A total of 67,871 students participated in one or more Chapter 1 programs in public or private schools. Of these, 42 percent belonged to an ethnic minority, while 25 percent of Arkansas students as a whole were minority students. Achievement gains resulting from Chapter 1 programs are reported by grade. Reading, language arts, and mathematics programs were effective in improving the achievement level of participants. Average normal curve equivalent gains were positive across all grades except grade-10 language arts. Thirteen tables and one bar graph present evaluation data for the Chapter 1 students. (SLD)

ED 337 562 UD 028 327

Black Churches: Can They Strengthen the Black Family?

Carnegie Corp. of New York, N.Y.
Pub Date—88

Note—10p.
Available from—Carnegie Corporation of New York, 437 Madison Avenue, New York, NY 10022 (free).

Journal Cit—Carnegie Quarterly; v33 n1 Fall/Winter 1987-1988

Pub Type—Collected Works - Serials (022) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Black Community, *Black Family, Church Programs, *Church Role, Counseling Services, Economic Development, *Family Problems, Parent Education, Parenting Skills, *Program Implementation, Religious Cultural Groups, Social Development, Tutorial Programs, *Urban Problems, Urban Schools

Identifiers—California (Oakland), Carnegie Corporation of New York, Georgia (Atlanta), Indiana (Indianapolis)

Project SPIRIT, a Carnegie Corporation sponsored program of the Congress on National Black Churches, has worked within the black community, particularly black churches, to try to strengthen black families. Black churches have played a critically important role in sustaining the black family since the days of slavery. The black church in the 1980s, while continuing to respond to spiritual needs, has been paying more attention to economic and social development within black communities. Project SPIRIT contains the following components: (1) after school tutorial programs for 6 to 12 year olds, which lasts 36 weeks and is aimed at strengthening skills in reading, writing, and arithmetic; (2) a 6-hour a week parents' program adapted for black parents from Systematic Training for Effective Parenting; and (3) a pastoral counseling program enabling participating ministers to become more helpful in dealing with a range of family problems. Project sites include Oakland (California), Indianapolis (Indiana), and Atlanta (Georgia). Limited evaluation of Project SPIRIT suggests the beginnings of positive effects on self-image and school performance. The report contains the following items: (1) a discussion of the research base for Project SPIRIT; and (2) a list of Carnegie Corporation grants on behalf of black families in 1985-88. (JB)

ED 337 563 UD 028 328

Poinsett, Alex

Young Black Males in Jeopardy: Risk Factors and Intervention Strategies. Report of Meeting Held at Carnegie Corporation of New York (New York, NY, February 11, 1988). Special Report No. 1.

Carnegie Corp. of New York, N.Y.
Pub Date—11 Feb 88

Note—25p.
Available from—Carnegie Corporation of New York, 437 Madison Avenue, New York, NY 10022.

Pub Type—Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Adolescents, At Risk Persons, Black Community, Black Education, Black Family, Black Stereotypes, *Black Youth, Conferences, Counseling Services, *Inner City, *Males, Urban Problems, Urban Schools, *Urban Youth, *Youth Programs

This booklet reviews historical, social, and developmental information about young black males as well as strategies for change and examples of successful programs. The text is based on a 1-day conference on at-risk young black men. The first section sketches the conditions of inner-city black families from the earlier decades of the century to the present. The report then addresses the nature of adolescence and the black adolescent male in particular. The struggle for self-definition is the subject of the following section, which notes that young black males often have their identities defined for them or fail to see any positive role models. A discussion of the importance of the parental role at different developmental stages leads to a discussion of the early childhood years and elements that distinguish young blacks from young non-blacks. Racial pride, its expression when individuals surpass stereotypical limits, and the definition of success are considered. Broad strategies for taking action are proposed. The following examples of effective interventions are presented: (1) the Yale Child Study Center School Development Program; (2) "The Door"; (3) Project SPIRIT; and (4) the Black Family Roundtable in New Haven. Appendix A provides the meeting agenda. Appendix B presents a list of meeting participants. (JB)

ED 337 564 UD 028 329
Bringing Children Out of the Shadows, Carnegie Quarterly, Volume 33, Number 2, Spring 1988, Carnegie Corp. of New York, N.Y.

Pub Date—88
Note—10p
Available from—Carnegie Corporation of New York, 437 Madison Avenue, New York, NY 10022 (free).
Journal Cit—Carnegie Quarterly; v33 n2 p1-9 Spr 1988

Pub Type—Collected Works - Serials (022)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Adolescents, At Risk Persons, Books, Children, Child Welfare, *Disadvantaged Youth, Early Intervention, *Economically Disadvantaged, National Programs, Program Descriptions, Resource Allocation, Social Problems, Social Services, Theory Practice Relationship, Urban Problems, *Youth Programs

This document provides a detailed synopsis of the book "Within Our Reach: Breaking the Cycle of Disadvantage" (L. B. Schorr). Specific kinds of intervention programs can alter the stunting conditions in which many poor children are raised. It is not necessary to change everything in order to make a difference, and policymakers do not need to wait for more information. The magnitude of the human devastation being wrought is severe. Problems such as school dropout, teenage childbearing, and drug abuse interact and cluster in the lives of individuals who tend to live together in the same neighborhoods. A review of prevention programs finds that many can serve as the starting point for national, coordinated, public, and private efforts. Five outstanding programs are briefly described. Despite the current societal despair and the need to integrate knowledge with practice, a new national policy should be developed based on the following: (1) public acceptance of the possibility of early intervention; (2) public acceptance of intensive preventive care as a sound allocation of resources; (3) allocation of resources for large scale implementation of policies; (4) upgrading of the social value assigned to professional efforts aimed at breaking the cycle of poverty; and (5) commitment to long-term solutions. A list of 14 notes, and a list of recent Carnegie Corporation grants are included. (JB)

ED 337 565 UD 028 331
Themes for a Continuing Conversation: The Urban Agenda of Success. A Report of the National Forum on Effective Urban and Metropolitan Schooling: Building Communities and Curriculum.

College Board, New York, NY.; National Urban Alliance for Effective Education.
Pub Date—[89]

Note—38p.
Pub Type—Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.

RIE FEB 1992

Descriptors—Access to Information, Agenda Setting, *Community Development, *Conferences, *Curriculum Development, Decentralization, Educational Assessment, *Educational Change, Educational Improvement, Elementary Secondary Education, Government Role, Lobbying, Mathematics Education, Outcomes of Education, Professional Development, Reading Comprehension, School Business Relationship, Science Education, Staff Development, Thinking Skills, *Urban Education

The National Forum on Effective Urban and Metropolitan Schooling met to discuss building communities and curriculum as part of a larger effort to support an agenda of achievement, competency, and success for urban education. This report of that 1989 meeting is divided into two parts. The first part lists and defines the following 10 themes for the new urban agenda: (1) promoting integrated decentralization; (2) expanding access to knowledge; (3) activating learning; (4) reconstructing functional communities; (5) strengthening team development; (6) collaborating for inquiry; (7) redefining knowledge; (8) revamping traditional assessment; (9) sustaining cosmetic and/or systemic change; and (10) energizing political advocates. The report's second part presents edited versions of reports of the work groups that were presented in the final plenary session of the forum. The following are the topics of those study groups: (1) the requirements for building communities for effective change in urban schools; (2) mathematics and science; (3) reading comprehension revisited; (4) curriculum and instruction; (5) role of assessment in educational outcomes; (6) improving thinking skills of students; (7) community issues related to urban reform; (8) the role of business and foundations in school reform; and (9) the role of government in building school communities. The report also includes a description of the National Urban Alliance for Effective Education. (JB)

ED 337 566 UD 028 332
H.R. 3098 A Bill To Improve the College Participation Rates of Groups Underserved by Institutions of Higher Education and for Other Purposes, 102d Congress, 1st Session.

Congress of the U.S., Washington, D.C. House.
Pub Date—30 Jul 91
Note—47p.
Pub Type—Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Access to Education, College Preparation, Data Collection, *Early Intervention, *Educationally Disadvantaged, Elementary Secondary Education, Equal Education, *Federal Legislation, Higher Education, Hispanic Americans, Mentors, Migrants, Minority Group Teachers, *Outreach Programs, Teacher Recruitment, Urban Schools

Identifiers—Congress 102nd, *Proposed Legislation

This document is the text of a Bill (H.R. 3098) proposed to improve the college participation rates of groups underserved by institutions of higher education. H.R. 3098 is also titled Hispanic Access to Higher Education Act of 1991. The Bill contains eight sections. Section 1 provides the short title and references of the Bill. Section 2 presents Congress's findings regarding the current status of education for Hispanic Americans. Section 3 states the Act's purposes: to establish early intervention programs, recruitment of teachers, collection of data, improvement of outreach programs, and encouragement of migrant students in higher education to serve as mentors to students in earlier grades. Section 4 details the establishment of an early outreach program to include grants and educational services. Section 5 authorizes a national survey of factors associated with minority participation in postsecondary education. Section 6 plans recruitment and training of teachers from groups underrepresented in higher education by way of loan forgiveness and repayment arrangements and a teacher corps program. Section 7 legislates improvement of special programs for students from disadvantaged backgrounds through information gathering and community-based organizations. Section 8 treats migrant student education with an expansion of services and the establishment of a national mini-corps of teachers. (JB)

ED 337 567 UD 028 333
Project 10 Handbook: Addressing Lesbian and Gay Issues in Our Schools. A Resource Directory for

Teachers, Guidance Counselors, Parents and School-Based Adolescent Care Providers. Third Edition.

Friends of Project 10, Inc.

Pub Date—91

Note—82p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Adolescents, Bias, Counseling Services, *Counselor Role, Family Attitudes, Family Role, Guides, High Schools, *High School Students, *Homosexuality, Lesbianism, Minority Groups, *Parent Role, School Role, Sexual Identity, Social Problems, Suicide, *Teacher Role, Urban Schools

Identifiers—Los Angeles Unified School District CA

This handbook was developed by Project 10, an on-campus counseling program within the Los Angeles (California) Unified School District. The handbook covers many of the issues and problems that arise for homosexual high school students. Introductory material includes a history of the informal beginnings of Project 10. The first chapter describes the structure and inception of Project 10 and its founder, Virginia Uribe. Chapter 2 is an overview of the clinical and historical approaches to homosexuality by Robert J. Bidwell. Chapter 3 treats homosexual teen suicide. Chapter 4 explores gay and lesbian adolescents and their families. Chapter 5 examines health issues for gay and lesbian adolescents. Chapter 6 covers minority issues. Chapter 7 reviews strategies for counseling and intervention with lesbian and gay adolescents. Chapter 8 explains how to start a Project 10 support system in other schools. Chapter 9 is an essay on homophobia by Virginia Uribe. Chapter 10 includes two model lesson plans on gay and lesbian awareness and an action plan to target name-calling in the classroom. The following are appended: (1) a list of books for a library on homosexual issues; (2) a teacher's self-evaluation on non-biased behavior; (3) a list of strategies for managing homophobia in schools; (4) a list of strategies for dealing with opposition; and (5) an article on Project 10 from the "Los Angeles Times". Several of the chapters include references. (JB)

ED 337 568 UD 028 334
Medina, Adelia M.

Latino Initiatives: Progress and Challenges. A Report by the Administration of Mayor David N. Dinkins.

New York City Office of the Mayor, N.Y.

Pub Date—11 Feb 91

Note—37p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Agency Role, *City Government, City Officials, *Community Programs, *Government Role, Hispanic Americans, *Urban Problems, Urban Programs

Identifiers—Latinos, New York (New York)

This annual report for 1990 details initiatives by a select group of New York City (New York) agencies on matters of particular concern to Latinos. New York City's mayor, David Dinkins, originally presented these initiatives in August of 1990 to a meeting of Latino leaders representing diverse agencies and community organization. Highlights of those initiatives include the following: (1) appointment of Latino commissioners and directors of city agencies; (2) implementation of economic development policies; (3) opening of two testing, assessment, and placement centers; (4) efforts to increase Latino representation in city government particularly fire and police departments; (5) development of an advertising campaign to counteract Acquired Immune Deficiency Syndrome; (6) an effort to link drug treatment with foster care prevention; (7) a comprehensive criminal justice plan; (8) several capital projects to benefit Latino neighborhoods; (9) funds for school-based community centers; and (10) funds for renovation of a cultural center. These and other initiatives are detailed in reports from the following city agencies: (1) Education; (2) Economic Development; (3) Employment Initiatives; (4) Health; (5) Human Services; (6) Housing; (7) Commission on Human Rights; (8) Criminal Justice; (9) Fire Department; (10) Department of Parks and Recreation; (11) Immigration; (12) Department of City Planning; (13) Cultural Affairs; and (14) Department of Records and Information. (JB)

ED 337 569 UD 028 335
Frazer, Linda

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At-Risk Students Three Years Later: We Know Which Ones Will Drop Out. Publication No. 90.16.

Austin Independent School District, Tex. Office of Research and Evaluation.

Pub Date—Apr 91

Note—19p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).

Pub Type—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Dropout Characteristics, Dropout Rate, Follow Up Studies, High Risk Students, High Schools, High School Students, *Potential Dropouts, *Predictive Validity, *Predictor Variables, *State Standards, Urban Schools

Identifiers—*Austin Independent School District

TX

Using the state-mandated Texas at-risk criteria to identify students at-risk for dropping out, the Austin (Texas) Independent School District (AISD) followed those students for three years to determine the accuracy of the mandated state criteria. The study focuses on the classification and follow-up of 25,587 students in 1987-88, 25,292 students in 1988-89, and 25,998 students in 1989-90 in grades 7 through 12. Enrollment status, age, grade, ethnicity, number of "F"s, achievements test scores, and dropout rates at several times are obtained from the computer files maintained by the AISD. Results identify 41% to 46% of the enrollment as at-risk, with high school, Black, or Hispanic American males being the most frequently found. The three-year follow-up on the 1987-88 group found that of the original at-risk students in grades 9 through 12, 33% had graduated, 33% were still enrolled, and less than 33% had dropped out. Of the students in grades 7 through 8, slightly more than 33% were still enrolled, more than 33% had transferred, and fewer than 33% had dropped out. The study shows that the state criteria over-identify at-risk students. In addition, other students are dropping out who have not been identified as at-risk. Eight figures and two attachments display the data. Four references are included. (JB)

ED 337 570

UD 028 336

Frazer, Linda Ligon, Glynn

Comparing Actual and Predicted Dropout Rates To Evaluate Program Effectiveness. Publication No. 90.19.

Austin Independent School District, Tex. Office of Research and Evaluation.

Pub Date—Apr 91

Note—18p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).

Pub Type—Reports - Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Dropout Characteristics, *Dropout Prevention, *Dropout Programs, *Dropout Rate, High Risk Students, Potential Dropouts, Program Evaluation, *Research Methodology, School Districts, Secondary Education, *Secondary School Students, Urban Education, Urban Schools, *Urban Youth

Identifiers—*Austin Independent School District

TX

This paper describes a methodology for the evaluation of dropout prevention programs, for calculating dropout rates, and for comparing alternative programs equitably. A first step involves developing a hierarchy of criteria for evaluating programs. These criteria are used to obtain dropout risk probability for individuals and groups and types of groups. Modifications are made to determine dropout rates by separate grade span, by semester, and by individual campus. These methods are used with data from various Austin (Texas) Independent School District files and studies. Results indicate that recalculation of dropout rates for students in grades 9 through 12 and for students in grades 7 through 8 shows that an original calculation, which groups these students together, over-predicts the number of dropout for middle school and under-predicted the number of dropouts for high school. Results also show that dropout rates differ if calculated separately for spring and fall. The methodology permits the development of charts to compare programs to themselves over time or to compare programs with each other at specific points in time. The report contains six figures, three attachments providing examples of the kinds of charts the methodology permits, and four references. (JB)

Subject Index

This index lists titles of documents under the major subject terms that have been assigned to characterize their contents. The subjects, which conform to those presented in the *Thesaurus of ERIC Descriptors* and the *Identifier Authority List*, are in word-by-word alphabetical order.

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Descriptor _____	Microcomputers	
Title _____	Public Education and Electronic Technologies.	
	ED 226 725	Accession Number
Identifier _____	National Assessment of Educational Progress	
Title _____	Reading, Science, and Mathematics Trends. A Closer Look.	
	ED 227 159	Accession Number

AAHPERD

Annual in Therapeutic Recreation. Volume 2.
ED 337 432

Abstract Reasoning

A Plant Identification Task: Avoidance Strategies in Children.
ED 337 360

Abstracts

Resources in Education (RIE). Volume 27, Number 2.
ED 336 495

Academic Achievement

Academic Stress amongst Adolescents: An Examination by Ethnicity, Grade, and Sex.
ED 336 668

An Analysis of the Long-Term Effect of the Extended Elementary Education Prekindergarten Program.
ED 337 259

Aspiring Parents' and Teachers' Academic Expectations for Young Children: Effects of Adults' Experiential Variables.
ED 337 273

Assessing and Reporting Student Progress: a Response to the "New Accountability."
ED 337 112

Beyond Remediation: Monitoring Progress and Promoting Success.
ED 337 211

Cooperative Learning, Multicultural Functioning and Student Achievement.
ED 337 540

Current Telephone-Based Schoolwork Assistance Programs: An Analysis of Their Findings.
ED 337 289

English Language Skills and Their Effect on U.S. History Course Success at Oxnard College. Oxnard Research Report #91-03.
ED 337 235

A Focus on Grade Retention. Structuring Schools for Student Success.
ED 336 840

Lamar High School: Instructional Tracks and Student Achievement (1990/91).
ED 337 503

A Mentor, Peer Group, Incentive Model for Helping Underclass Youth. Research Paper.
ED 337 524

A Model for General Parenting Skill is Too Simple: Mediational Models Work Better.
ED 337 254

Music, Physical Education, and Reading: Adults' Expectations for Young Children.
ED 337 272

National Assessment of Educational Progress.

Parent Participation in the Chicago Public Schools.
ED 337 511

Predicting and Understanding Korean High School Students' Science Track Choice: Testing the Theory of Reasoned Action by Structural Equation Modeling.
ED 337 352

Project SAIL: The First Two Years, 1987-88 and 1988-89.
ED 337 252

School-Based Management and Student Performance. ERIC Digest, Number 62.
ED 336 845

Student Perceptions of Achievement in School Literature. Report Series 3.5.
ED 336 751

A Study of the Factors Which Contribute to the Academic Performance of First Grade At-Risk Hispanic Students at a Schoolwide Projects Facility.
ED 337 291

Teaching and Testing for Academic Achievement: The Role of Language Development. Focus, Occasional Papers in Bilingual Education, Number 4.
ED 337 035

An Understanding of Academic Excellence through the Ethnography of High and Low Achieving Secondary School Students.
ED 337 529

When Powerful Tools Meet Conventional Beliefs and Institutional Constraints: National Survey Findings on Computer Use by American Teachers. Report No. 49.
ED 337 142

Academic Advising

Beyond Remediation: Monitoring Progress and Promoting Success.
ED 337 211

Academic Aspiration

Growing Up in a Single-Parent Family: Some Not-So-Negative Effects on Adolescent Females' Plans for the Future.
ED 337 516

Predicting Adolescent Females' Plans for Higher Education: Race and Socioeconomic Differences.
ED 337 517

Steps to Academic Success. An Academic Planning Handbook.
ED 336 618

Testimony for Public Forum on Hispanic Education (Miami, Florida, May 18, 1990).
ED 337 519

Academic Education

The Global View of Vocational-Academic Interaction.
ED 336 546

A Journal of Pilot Site Visits and Other Professional Notes Concerning Methods, Processes, Impediments, and Facilitators to Integrate Curriculum To Improve Students' Basic Skills.
ED 336 646

Academic Failure

Dropouts, Transfers and Failures from the Class of 1990: All Pennsylvania Public School Districts.
ED 337 510

Grade Retention: A Longitudinal Study of School Correlates of Rates of Retention.
ED 337 532

The Role Behavioral Adjustment Plays in Placing Middle School Students "At Risk" of Academic Failure.
ED 337 560

Academic Libraries

The Automation Inventory of Research Libraries, 1989.
ED 337 181

Office of Management Services 1989 Annual Report.
ED 337 183

Organization Charts in ARL Libraries. SPEC Kit #170.
ED 337 177

Academic Standards

Naval Academy: Low Grades in Electrical Engineering Courses Surface Broader Issues. Report to Congressional Requesters.
ED 337 074

Academically Gifted

A Research Study To Augment Reading Comprehension of Gifted Students through Increased Exposure to Test-Taking Methods and Strategies.
ED 336 718

Strategies for Self-Regulated Learning from Computerized Practice in Arithmetic.
ED 337 348

Accelerated Schools Movement

Accelerated Schools-Evolving Thoughts on the Evaluation of an Innovative Model.
ED 336 848

Accelerated Schools: The Satellite Center Project.
ED 336 849

Acceleration (Education)

Accelerated Schools-Evolving Thoughts on the Evaluation of an Innovative Model.

- ED 336 848
Accelerated Schools: The Satellite Center Project.
ED 336 849
- Access to Education**
Access to Knowledge: An Agenda for Our Nation's Schools.
ED 337 509
Equal Access, Mergens and the Education-Religion Mix.
ED 336 869
HEATH Resource Directory, 1991-92.
ED 336 890
H.R. 3098 A Bill To Improve the College Participation Rates of Groups Underserved by Institutions of Higher Education and for Other Purposes. 102d Congress, 1st Session.
ED 337 566
Post-Secondary Distance Education in Canada. Policies, Practices and Priorities.
ED 336 648
Recruitment and Retention of Minority Medical Students in SREB States.
ED 337 092
Rural Community Library in 2001.
ED 337 335
Training and Older Workers: Implications for U.S. Competitiveness. Contract Report.
ED 336 608
University for Masses.
ED 336 606
Vocational Education for Special Populations: Recommendations for Improving State Policy.
ED 336 567
- Access to Information**
The Challenge of the Information Age. White House Conference on Library and Information Services.
ED 337 197
The Idea of a Library in 2001. White House Conference on Library and Information Services.
ED 337 198
The Information Age: Promise or Dream. White House Conference on Library and Information Services.
ED 337 196
Schemata, Strategies, and Social Construction: Some Implications for Second Language Pedagogy.
ED 336 985
Statistics in Support of the Ten Topic Areas. White House Conference on Library and Information Services.
ED 337 200
White House Conference on Library and Information Services: Keynote Addresses, Remarks, and Presented Papers (2nd, Washington, D.C., July 9-13, 1991).
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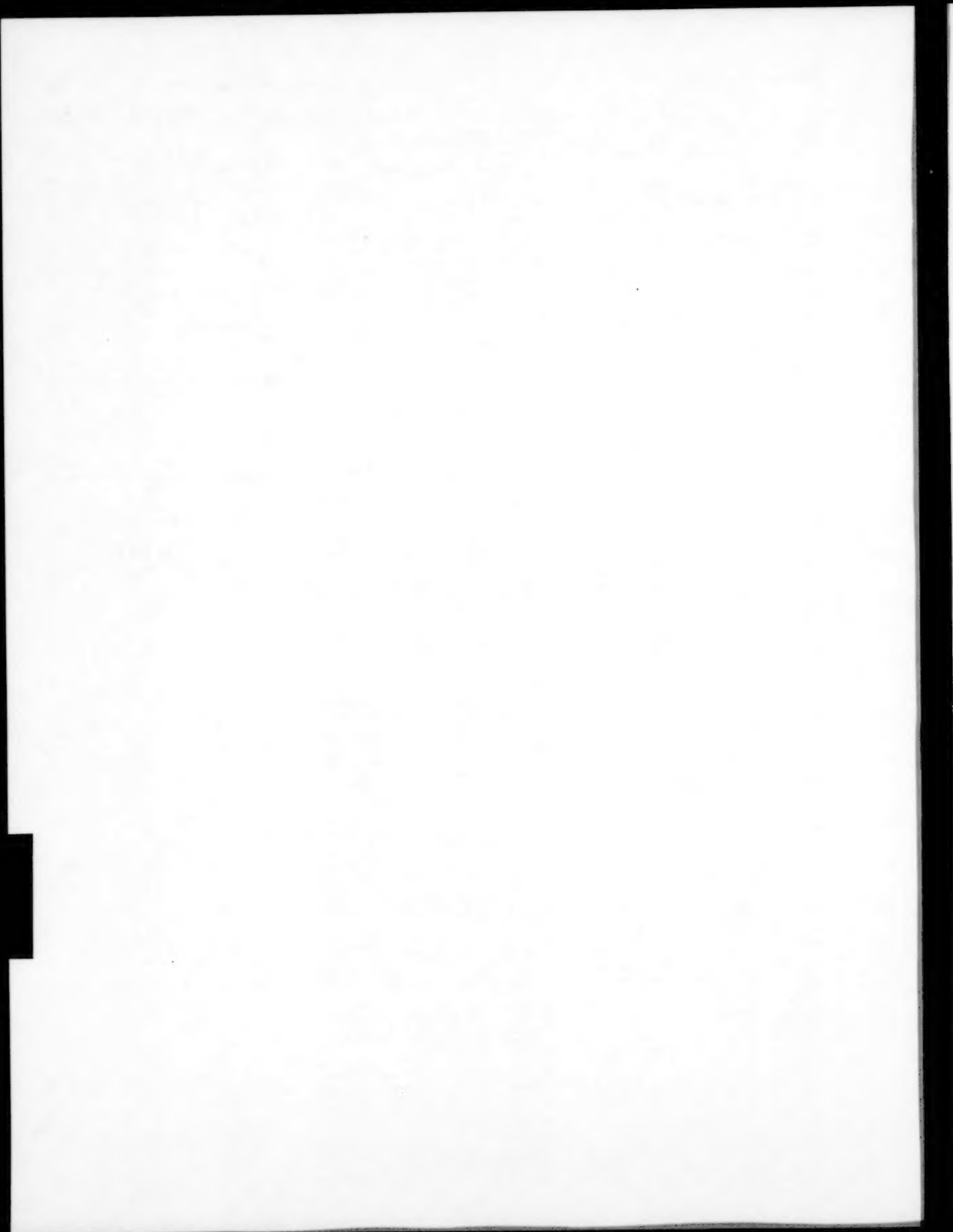
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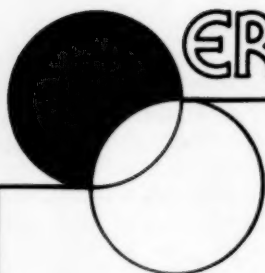
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